DOCUMENT RESUME

ED 231 345 IR 010 751

AUTHOR	Harry, Keith; And Others
TITLE	The European Experience of the Use of Mass Media and Distance Methods for Adult Basic Education. Volume I: Main Report. Derg Papers 3a. [and] Volume II: Appendices. DERG Papers 3b.
INSTITUTION	Open Univ., Walton, Bletchley (England). Distance Education Research Group.
PUB DATE	Mar 82
NOTE	228p.
AVAILABLE FROM	Distance Education Research Group, The Open University, Walton Hall Room Q229 M Block, Milton Keynes, England MK7 6AA (6.00 British pounds postpaid).
PUB TYPE	Guides - Non-Classroom Use (055) -- Reports - Descriptive (141) -- Reports - Research/Technical (143)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Adult Basic Education; Annotated Bibliographies; Case Studies; Foreign Countries; Instructional Materials; *Mass Media; Multimedia Instruction; National Programs; *Teaching Methods; Telecommunications
IDENTIFIERS	*Distance Education; *Europe; Open University (Great Britain)

ABSTRACT

This two-volume report summarizes the main findings of a study for the Commission of the European Communities which explored the principal issues involved in the use of mass media and distance education methods for adult basic education in an European context. Volume I introduces and defines the nature of adult basic education, describes the conduct of the studies, identifies important themes and issues in the use of multimedia methods, and ends with recommendations addressed to the commission for actions at a community level. A checklist of important points concerning the use of multimedia methods for adult basic education and a 30-page reference list are included. Intended as an initial reference and resource document on the use of multimedia materials for adult basic education in Europe, the second volume contains three appendices which provide (1) summaries of the case studies of individual projects; (2) a directory of relevant projects and initiatives in Europe; and (3) an annotated bibliography, which covers documents relating to individual projects and initiatives in the study countries and also lists references to documents containing information on national programs for basic adult education. (LMM)

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Number 3a

THE EUROPEAN EXPERIENCE OF THE USE OF MASS MEDIA AND DISTANCE METHODS FOR ADULT BASIC EDUCATION

VOLUME I : MAIN REPORT

by

Keith Harry, Anthony Kaye, Kevin Wilson

The Open University
Distance Education Research Group

June 1981

Corrected Reprint March 1982

IR010451

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DISTANCE EDUCATION
RESEARCH GROUP

THE MASS MEDIA AND DISTANCE TEACHING FOR BASIC ADULT EDUCATION IN EUROPE

A Study for the Commission of the European Communities

THE EUROPEAN EXPERIENCE OF THE USE OF MASS MEDIA AND DISTANCE METHODS FOR ADULT BASIC EDUCATION

VOLUME I : MAIN REPORT

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Tony Kaye
Kevin Wilson

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VOLUME 1 : MAIN REPORT

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INTRODUCTION AND ACKNOWLEDGEMENTS

This report summarises the main findings of an exploratory study for the Commission of the European Communities, on the principal issues involved in the use of mass media and distance education methods for adult basic education in a European context. The study was carried out between March 1980 and May 1981 by a small team from the Open University's Distance Education Research Group, in collaboration with practitioners, researchers, and policy-makers drawn from all the member states of the 'enlarged Community'. The names of the principal people involved in the study - as contributors of reports and case-studies, and/or as participants in meetings and discussions - are given at the end of Volume I of the report.

Our working methods were specifically designed to involve as wide a spectrum of specialist advice as possible from throughout the Community. Thus we:

- invited and commissioned case-studies of individual projects in eight European countries aimed at provision of basic education to disadvantaged groups and individuals, as well as a number of specialist reports (see 'References' section at the end of Volume I of the Report for details)
- carried out extensive literature and documentation searches, and a questionnaire-based survey of national broadcasting organisations, to identify relevant projects and initiatives, as well as published material from each member state of the Community
- were able to visit a number of the projects analysed in the case studies, for detailed discussions with project staff
- organised two meetings at the Commission's headquarters in Brussels: the first to bring together the authors of commissioned case-studies and reports, the second to discuss and comment on the draft version of this Report.

The Report is arranged in two Volumes:

- Volume I introduces and defines the nature of adult basic education, describes the conduct of the study, identifies important themes and issues in the use of multi-media methods, and ends with recommendations addressed to the Commission for actions at a Community level in this field

- Volume II is intended as an initial reference and resource document on the use of multi-media materials for adult basic education in Europe. It contains the three Appendices to Volume I, namely:
  - summaries of the case-studies of individual projects
  - a Directory of relevant projects and initiatives in Europe
  - an annotated Bibliography

It is particularly appropriate that this Report is addressed to the Commission's Directorate-General for Employment and Social Affairs, for it became increasingly evident during the conduct of the Study that two particular risk groups are of overwhelming concern throughout the Community in respect of adult basic education provision. These groups are the unemployed - both school-leavers and older adults - and the members of immigrant communities, including migrant workers and their families. In both these groups, which evidently overlap to some extent, it is those with the least adequate formal educational qualifications, who are also the most economically and socially disadvantaged, who are suffering the most from the current economic recession. We hope that this report will be a useful contribution to current discussions at Community level, which are now a matter of extreme urgency, concerning measures aimed at promoting actions in favour of these groups. Provision of basic education facilities, outside the context of a formal school system which has failed in a large measure to satisfy the needs of the socially and economically disadvantaged, is an essential component of any such actions. And our Report demonstrates that broadcasting in conjunction with local provision can be one effective way of providing part of such a basic education resource.

Finally, we would like to acknowledge the generous help we have had from three people in particular in the planning and execution of this study. Karen Fogg and Henriette Bastrup-Birk, of the Directorate-General for Employment and Social Affairs at the Commission, have advised us on many issues related to our programme of work, and were able to host our meetings in Brussels very effectively. And Nazira Ismail, of the Open University, played a key role in dealing with the enormous amount of correspondence we generated, in supervising the typing and secretarial work involved in preparation of earlier drafts of this Report and related documents, and in handling the administration of our meetings and project visits.

n Harry
Tony Kaye
Kevin Wilson

Open University
Distance Education Research Group

1. ADULT BASIC EDUCATION : INTRODUCTORY REMARKS

1.1 THE EDUCATIONALLY DISADVANTAGED

Most of the public educational and vocational training provision for adults in Western Europe is aimed at, or taken up by, the articulate, motivated and advantaged groups in society. Large sums are set aside for full-time higher education for - usually - a minority of young adults who have already been subject in their school years to relatively rigorous selection procedures. For example, in the UK in 1978, £1500 per student per annum was spent from public funds for the fortunate few (425,000) young adults following full-time higher education courses. The equivalent figure per student per annum for *all other* publicly provided further and adult education courses was £115, for over four million adults, of all ages (Robinson, J. 1978a.). And within this latter group, only a small proportion of funding goes into education and training specifically aimed at disadvantaged groups, or for provision of *basic* education opportunities. Similarly, in France, and in the West German Länder that have introduced a right to paid educational leave, that right has been made much more readily available to managerial and professional staff and much less available to manual workers. For unskilled manual workers and for the unemployed, it is virtually not available at all.

And yet there would seem to be evidence of fairly specific needs for basic educational opportunities for a variety of different groups of adults in many of our modern, developed, societies.

Firstly, there are those adults with no formal qualifications of any value on the labour market, and with only minimal competencies in basic literacy and numeracy (which will probably have deteriorated rapidly within a few years of leaving school). Such people are generally from poor and disadvantaged milieux, have either experienced a repeated sense of failure during their school years or have not been to school at all, and are particularly at risk in times of rising unemployment. It is not always easy to gain accurate, official, information on the numbers of adults with only minimal literacy and numeracy skills, and there are evident problems of definition of levels of literacy and numeracy. However, in the UK, Start and Wells (1972), demonstrated that in 1971, 3.18% of 15 year-olds in England and Wales could be classified as 'semi-literate' (defined as having a reading age of "less than the mean 9 year-old in 1938"). In France, 0.6% of the

where it does exist, does not always correspond geographically to the areas of greatest need. People living in poorer rural areas (e.g. Eire or in Southern Italy), or in regions of industrial decline (e.g. the mining and steel communities in Eastern France, Belgium, Wales) are doubly disadvantaged in this respect.

A third category of adults containing significant numbers in need of basic education programmes and facilities is composed of the different ethnic minorities in a given society. Within this category could be grouped :

- migrant workers (from Turkey, Portugal, North and West Africa ....)
- members of immigrant communities (such as the Asians and West Indians in Britain)
- nomads and gypsies.

The problems and needs of these three groups are quite specific and different in many ways. However, both migrants and first generation immigrants will often need basic language and literacy training in the tongue of their host country, as well as the provision of a range of facilities to help in the development of social survival and coping skills in a new and strange environment.

It should be pointed out that many of the families in the groups referred to above, form part of a 'fourth world' sub-proletariat living in extreme poverty and under conditions of effective exclusion from many of the benefits of modern society. The total population of this 'fourth world' in the current member states of the European Economic Community is estimated by ATD - Quart Monde as being of the order of eight million people - men, women and children. Such families accumulate difficulties and problems in effectively every domain - health, education, employment, housing, access to social services - and transmit their problems from generation to generation through the hostility and poverty of the environments in which their children are raised. It is not altogether naive to hope that provision of better, more relevant, and more accessible educational provision to such families might help them to develop the arms which they need to climb out of this poverty trap.

Finally, there are at first sight less obviously disadvantaged groups whose needs for a range of basic educational facilities are not always adequately met :

- working adults wishing to re-train for new jobs, and requiring some pre-vocational help and guidance before embarking on specialist training programmes

- those running the risk of redundancy in years to come, and needing preparation now for a changed, and probably worsening, personal situation in the future
- whole families without a wage-earner in the household, and likely to remain so during years of unemployment
- married women who are about to return to work after childbirth and the early care of young children
- parents wanting to understand, help and participate in the psychological and educational development of their own children
- members of isolated rural communities, far from the facilities taken for granted by those living in urban and well provided regions
- families moving to new industrial development areas and to new towns and cities.

The members of these diverse groups all share a common characteristic basic to their state of disadvantage : the inability - for whatever reasons - to satisfy their educational needs through the formal educational system.

1.2 THE SCOPE OF ADULT BASIC EDUCATION

What is 'adult basic education'? It is perhaps easier to start by describing what it is *not*. It is not the scholastic or academic education as represented by the major part of what is currently taught in secondary schools, colleges, and universities. Nor is it strictly professional or vocational training in specific fields of expertise. Nor is it only the use of existing opportunities in these areas - through full-time or part-time study - by groups and individuals as a 'second-chance' route to achieve upwards social mobility within a given society's power or class structure. The latter point is important : the notion of adult basic education should encompass that of education for, *and by*, the groups involved - not merely the opening of new channels of access to a form of knowledge and culture designed by the privileged groups in society for those of a less privileged social, economic, and cultural status, but the encouragement of the less privileged to "....produce for themselves the knowledge and skills which they need in their struggle" (Demunter, 1979). Thus , in a wider sense, adult basic education should encompass not only the development of a 'toolkit' of social skills, but also the application of the tools to the acquisition, use, and production of relevant and useful knowledge which can help bring about changes in society itself.

What might comprise the toolkit of basic education skills? It would seem that the following areas are of relevance to the needs of one or other of the groups referred to above :

1) *functional literacy and numeracy skills*, related in the first instance to everyday needs of a practical sort (reading newspapers, following instructions, filling in forms, keeping account of household expenditure, shopping etc.)
2) *social coping skills* needed to survive in, and overcome the complexities of modern society (in, for example, seeking employment; finding out one's rights in housing, social services, health care, and taking action to obtain them)
3) *parental and family education* aimed, for example, at helping parents understand and participate in the educational, physical, and psychological development of their children : there is no dearth of evidence now to confirm the importance of family milieu and parental attitudes in childhood development
4) *consumer education* aimed at helping people to learn for themselves how to go about getting the 'best buy' for the goods and services which they require; the problem here is to make relevant consumer information available to the poor and disadvantaged groups who are often the most easily exploited
5) *domestic economy :* information and guidance on, for example, balancing a house-keeping budget, and on carrying out basic repair and maintenance tasks in the home
6) *community education* in a wider sense than that encompassed by the previous three headings : provision of help and information which will enable members of a community as a group to take actions to improve their situation through mutual cooperation (e.g. action to obtain improved health, educational, and employment provision)
7) *the raising of levels of awareness about existing opportunities* for formal and non-formal education and for professional and vocational training including the breaking down of any psychological barriers which seem to prevent many members of disadvantaged groups from using such provision as does exist
8) *the preparation* of the members of 'under-educated' groups for *vocational and professional training* associated with re-conversion to different employment sectors.

The developments of skills and knowledge of the sorts listed above is a fair representation of the meaning attached to the term 'adult basic education' in the English language and an Anglo-Saxon cultural context. However, in French, the term 'éducation de base' has little meaning and the Spanish 'educacion general basica' refers predominantly to the primary school curriculum. Therefore it is important in an exercise of this kind to ensure that a common meaning is, and can be, assigned to the term. After lengthy discussions with colleagues from other European countries involved in this Study, we believe that 'adult basic education' is a meaningful concept in each of our cultures, and that it can be briefly described as:

'the provision of educational facilities and resources, outside the contexts of both the formal school system and the professional/vocational training sector, for educationally and socially disadvantaged adults; adult basic education should provide what is needed to help people live better lives, and enable them to make full use of existing social, economic, and educational facilities as equal members of society'.

1.3 METHODS TRADITIONALLY USED IN BASIC EDUCATION

Many of the existing basic education facilities for adults in Western Europe, where they exist, appear to be provided through a variety of channels, both publicly and privately financed:

- voluntary organisations of various types, working essentially at a local and community level, even when represented on a national basis (e.g. the movement 'ATD - Quart Monde' in France)
- trade union organisations
- churches and religious organisations of various denominations
- official Government departments and parastatal organisations and councils
- pressure groups of differing kinds (e.g. consumer groups, community action groups)
- in some countries, public broadcasting organisations
- public educational institutions (e.g. colleges and adult centres providing part-time classes and courses as part of their programme of further education and outreach activities)

The methods used by these various organisations differ widely - ranging from individual person-to-person activities, the running of

study groups at local and community level, the dissemination of printed information, the use of community and local media facilities where these exist (cable-TV, local radio), and the broadcasting of radio and television programmes on a regional or national basis. Each of these methods has its strong points, but taken separately, each also has serious limitations.

Inter-personal activities can take a variety of forms : direct individual and group meetings, self-help groups, action groups, as well as indirect contact through post or telephone. Such contacts have important pedagogical and motivational functions. They can be used as an occasion for learning specific skills, from either a local volunteer, a specialist tutor, or a skilled practitioner. Such meetings do not need to take place in formal or classroom-like surroundings, but might be arranged in peoples' homes, in bars, or in community centres. The motivational functions of such face-to-face encounters are equally, if not more, important, than the pedagogical ones. It is a chance for people to discuss their problems, should they wish, either in confidence, or in a group atmosphere where experience can be pooled and mutual support be forthcoming. It is a chance to share learning experiences with other people, and eventually maybe to work together on concrete actions; setting up a play-group, organising a tenants' association, building up a pressure group for better health or school facilties.

But there are drawbacks. Group meetings of more than a few people can be difficult to organise at times which will suit all the people involved. One-to-one, personal 'tutorial' meetings (e.g. to teach literacy skills) require potentially large numbers of volunteers and tutors. In sparsely populated communities problems are magnified, and time and money will be needed for getting to and from meetings. Some people are either natural loners or wish in any case to learn new skills on their own in a setting in which they will not run the risk of feeling threatened or of being ridiculed. For programmes which might involve large numbers of people, the unit costs of organising and running meetings can become very high (travel, meeting rooms, payments to tutors and other resource personnel involved and their training and briefing, overhead costs of administration and organisation ...). Perhaps the greatest drawback, from the user's point of view, is the potential inflexibility imposed

by constraints of time and place, when meetings run the risk of being missed because of other unpredictable and more pressing demands on peoples' time such as illness, family commitments, irregular working hours, and so on.

One way of overcoming some of these drawbacks - not without creating new ones - is to opt for using *self-study print materials* to provide a proportion of the basic learning medium. Such materials can take the form of leaflets, newspaper or magazine supplements, or more extensive self-instructional texts. To be effective, it helps if they are prepared in an attractive and stimulating style and format, possibly derived from that used in the newspapers, magazines, or publicity materials which will be familiar to the intended audience. They should be 'student-active', containing ideas and suggestions for practical activities and exercises which will not only allow the learner to test newly acquired knowledge, but also to apply this knowledge to real-life situations which are important and relevant to him. And, most importantly, they should be developed and designed with the active participation of a sub-set of the intended future audience. This implies the need for some form of 'piloting' or developmental testing of draft materials, so that potential learning difficulties can be identified and ironed out at an early stage, and before any mass production printing is set in motion. Such materials, properly developed and presented, can prove very effective for imparting a range of basic knowledge and skills, provided that there is sufficient motivation amongst the target group for them to develop, with appropriate guidance if needed, the necessary self-study skills. Print materials have the advantage of being infinitely flexible in use - no fixed time or place is needed to study from them, they provide a permanent record which can be returned to time and again, and the student can work from them at his or her own pace. Print materials of a different sort can also form a resource for group learning and discussion, with or without the presence of a tutor or animateur.

The disadvantages of a strong reliance on the use of self-study materials, especially in the field of adult basic education, are, however, fairly evident. Even with a popular and attractive presentation print does demand both a reading habit amongst the target group, and the motivation to build up, and persist with, the habit of studying independently over extended periods of time.

Other drawbacks include the fairly long leadtime needed to develop and prepare suitable materials, and the costs and difficulties associated with improving, modifying, and up-dating them. Furthermore, it is not always easy to identify, or train, people with the necessary skills in preparing attractive self-study materials.

A third medium often used in some countries for providing inputs to a basic adult education provision is that of *television and radio broadcasting*, at national, regional, and, where the facilities exist, community level. The advantages of using broadcasting in this field are numerous. Attractively presented broadcasts can provide valuable publicity for a learning project or related social issue if transmitted at appropriate hours. They can be an invaluable domestic learning asset in certain areas - such as the development of language skills. But, perhaps more importantly, television and radio broadcasts can stimulate the viewers and listeners, and develop their motivation and confidence to a point at which they want to start a learning project or embark on a course of action. It is not difficult to find instances of such programmes in a number of Western European countries (for example, in Britain, the television series "Parosi", intended to stimulate Asian women to seek local help in learning English). At a local and community level, radio phone-ins and cable-TV facilities which provide public access (e.g. Canal-Emploi in Liège, Belgium) can encourage and develop popular participation, deal with listeners' and viewers' problems, and provide valuable feedback to programme producers. However, broadcasting also has severe limitations. To some extent, broadcasts solve the 'space' problem inherent to group meetings : the broadcasts can be received at home, without the need to go out and travel to a centre. However, broadcasts are transmitted at fixed times which, for educational programmes, are not usually the most convenient ones because of commercial and other pressures on peak viewing and listening hours. Broadcasts are in essence transient, and often received in a home environment with competing demands on the viewer or listener. Finally, because of the accepted norms of broadcasting in many European countries, organised broadcast series, especially television ones, tend not to be repeated from year to year : their ethos, in the educational field, is more that of a campaign than of a continuing provision or resource over time.

Many of the current and the past actions in the field of adult basic education have been limited to the use of one or two media (broadcasts plus printed back-up materials, or classes and study groups alone). Such programmes, by their nature, have not been able, on the one hand, to exploit the best points of each medium, nor to counter-balance the specific disadvantages of one or other particular medium. However, there have been a small number of projects which have used, or are planning to use, the different media in varying 'mixes' or combinations and it is this integrated use of broadcasting, distance and self-study methods, and local resources, that we have been asked to examine in this Study.

2. AN INITIAL STUDY OF THE USE OF MULTI-MEDIA METHODS FOR ADULT BASIC EDUCATION

2.1 AN ASSUMPTION

In this exploratory study we have tried to examine the assumption that, under appropriate conditions, the integrated or combined use of

- interpersonal activities at local or community level,
- self-study techniques
- broadcasting

can be more effective in adult basic education programmes than any one of these elements used in isolation. And we have tried to make a start at identifying what might be the 'appropriate conditions' under which such an assumption might be valid.

One paradigm for the integrated use of a variety of different media and learning methods for adult basic education is that of distance learning. Distance learning methods, as they have developed over the last ten years or so, have perhaps become best known in the fields of higher and advanced education (for example, in Europe : Britain's Open University, the Fernuniversität in Western Germany and the Universidad Nacional de Educacion a Distancia in Spain). But in many developing countries, such methods have been successfully used for many years for basic education.

The essence of distance learning is the separation, in space and time, of the teacher/producer of information from the student/user of information. This does not necessarily imply the absence of face-to-face contacts between learners and tutors, animateurs, or other resource personnel at a local level. It does, however, imply a significant change in the role of such mediators : much of the brunt of providing information and 'teaching' is taken up in distance learning systems by other media (print, broadcasts, etc.).

The role of the local mediator becomes one of guidance, help and problem-solving, as well as the provision of feedback to learners on their progress. Such systems can liberate the learner from the constraints of space, time, and often, age, associated with much conventional provision and thus permit a much greater degree of flexibility as to the regularity, timing, and location of his or her study activities. The principal general features of distance education methods have been summarised by Kaye and Rumble (1981) as :

" Concerning the *students* :

- an enlargement or 'opening' of educational opportunity to new target populations, previously deprived either through geographical isolation, lack of formal academic requirements, or employment conditions;
- the identification of particular target groups and their key characteristics (needs, age, distribution, time available for study, local facilities etc.) to enable appropriate courses, learning methods, and delivery systems to be designed on a systematic basis.

Concerning the learning materials and teaching methods which characterise the *courses*, the notable features are :

- a flexibility in the curriculum and content of the learning materials through, for example, modular structures or credit systems;
- the conscious and systematic design of learning materials for independent study, incorporating, for example, clearly formulated learning objectives, self-assessment devices, and student activities and the provision of feedback from students to learning system staff and vice versa;
- the planned use of a wide range of media and other resources, selected from those available in the context of the system, and suited to the needs of the students; these media may include specially prepared correspondence texts, books, newspaper supplements, posters, radio and TV broadcasts, audio- and video-cassettes, films, computer-assisted learning, kits, local tuition and counselling, student self-help groups, lending-library facilities, and so on.

Finally, the following *logistical* and *economic* features are characteristic of distance learning systems :

- great potential flexibility compared to conventional provision in implementation, in teaching methods, and in student groups covered;
- centralised, mass production of standardised learning materials (such as texts, broadcasts, kits and so on) in an almost industrialised manner, implying clear divisions of labour in the creation and production procedures;

- a systematic search for, and use of, existing infrastructure and facilities as part of the system (e.g. libraries, postal and other distribution services, printers, publishers, broadcasting organisations, manufacturers, etc.);
- potentially a significantly lower recurrent unit cost per student than that obtainable through conventional (classroom or equivalent) teaching arrangements and also potentially a considerably lower capital cost per student."

Distance methods, using the mass media for publicity and motivational functions as well as for some direct teaching, and animateurs and volunteers at local level for help, guidance, and problem-solving, could play a very important role in enhancing existing provision of basic education for adults. Specific examples of projects which use these methods in an integrated manner, drawn from a number of European countries, form much of the basic data for this Report (see section 2.3.3). However, taking the Community as a whole, the number of such projects is not very high, and not all projects have a guaranteed continuing existence which would enable them to develop their outreach activities more extensively, and improve the provision which they offer.

It would therefore seem important and worthwhile to examine initiatives of this sort fairly closely, with a view not only to analysing and documenting their individual strengths and weaknesses, but also to try to produce some general guidelines based on the comparisons that can be made between different national experiences. This is what we have started to do in this Study, partly by examining a number of projects in selected European countries, including some of the ones mentioned above.

2.2 OBJECTIVES OF THE STUDY

The Study is essentially exploratory in nature, and has limited objectives. These can be summarised as follows :

(i) to collect data on initiatives within the European Community using multi-media methods for adult basic education, and on organisations with an actual or potential interest in this field

(ii) to begin to explore the conditions under which these methods have been and can be effectively used for providing adult basic education

(iii) to examine, specifically, the circumstances in which a distance learning model or system can be used for adult basic education

(iv) to identify any major themes and issues concerning the use of multi-media and distance methods for adult basic education

(v) to identify needs for further information and research on a Community basis

(vi) where appropriate, to formulate specific proposals to the Commission of the European Communities for appropriate initiatives and actions in this field.

Section 3 of this Report, and appendices I - III, summarise some of the major outputs of the Study as far as the objectives (i) - (iv) above are concerned. However, a few words of warning are perhaps necessary at this stage. We have eschewed as far as possible any pretence to be carrying out a 'comparative' study of practices in this field within the different countries which make up the European Community. Such an ambition would have been doomed to failure from the start. The diversity of educational systems, of broadcasting traditions and practices, of language, of intellectual styles and approaches, of relevant interest groups, and even in the very definition of 'adult basic education' make such a task virtually impossible. What we have tried to do is provide some pointers towards what we perceive as common problems and pre-occupations as expressed by the practitioners in this field with whom we have had the good fortune to engage a dialogue. A key element which has emerged from this dialogue is the extent of educational disadvantage

within a group of countries which are amongst the wealthiest and most economically advanced in the world. In the United Kingdom alone, the British Advisory Council for Adult and Continuing Education estimates the total adult population surrering severe social and educational deprivation as over three million (ACACE, 1979). For the enlarged Community as a whole, it would not be unreasonable to multiply this figure by ten to get an overall picture of the scale of the problem. Another and related impression that emerges is that the actions that are undertaken to help alleviate the problem only reach a minority of this group. Furthermore, with the worsening economic climate in many regions of Europe, the situation of the educationally deprived is likely to worsen - because of increasing levels of structural unemployment and because of further reductions in public funds for education and social projects. Given these conditions, it seems important to examine any methods of helping to reduce educational disadvantage which can claim some measure of cost-effectiveness, through economies of scale. One of the basic arguments for the use of techniques such as broadcasting and distance education is that unit costs can be much less than those associated with more conventional provision, provided large enough numbers are reached. We hope that the information presented in this report may help provide a few pointers towards relatively cost-effective ways of enhancing the provision of basic education facilities for adults at regional and national levels within the Community. It will not, however, provide any ready-made recipes. Much more work needs to be done in this area, at every level : political, economic, and methodological. We hope that some of the individual projects and ideas analysed in this report might at least make some contribution to discussion at the level of methodologies.

2.3 CONDUCT OF THE STUDY

The study has involved five major sets of overlapping activities, which are briefly summarised below :

2.3.1 Identification of Relevant Initiatives within the Community

The search for appropriate projects and initiatives was conducted through correspondence with international, national, regional and local organisations involved in adult education (including broadcasting agencies) and through contacts with individuals possessing specialised knowledge in the field. A brief questionnaire

2.3.2 Preparation of Case-studies of Specific Projects

From the start of this Study, we had considered it essential to involve as large and representative a group of practitioners as feasible - given financial and time constraints - in the work. Also, as a result of our initial searches for initiatives within the Community, we had identified a number of projects which, for a variety of reasons, we thought it would be interesting to describe and analyse in some detail. We therefore decided to commission a case-study of each of these projects, to a more or less standard format supplied by us, from knowledgeable staff involved in each. We had the good fortune to obtain the cooperation of the individual project staff whom we approached, and subsequently were able to organise visits to most of the projects by individual members of the Study Team - to collect materials, to obtain amplification where needed of points raised in the case-studies, and to see for ourselves how the projects functioned.

Table 2 lists the titles and authors of the various case-studies which have been prepared. Copies of these full case-studies are available from the Study Team at the Open University. The average length of each full case-study is about 10,000 words. The standard format for the studies includes the following headings : objectives, target population, materials, media, methods, creation and production of materials, distribution, enrolment, support, evaluation, organisation, control, resources. Brief summaries of each are attached to this Report as Appendix 1.

Table 2 : Titles and Authors of Case-Studies

Country		Case-Study	Author/s
Belgium	(1)	Canal Emploi, Liège	M. F. Jacquet
	(2)	FUNOC, Charleroi	Mme C. Verniers
Denmark	(3)	Danish for Adults Course, Danmarks Radio	Mr. P. Looms
France	(4)	Télé-Promotion Rurale, Grenoble	M. M. Girardin
	(5)	Centre National d'Enseignement Par Correspondance, Toulouse, Pre-Training Courses in French	Mme H. Vabre
Germany (Fed. Rep.)	(6)	The DIFF/Zeitungskolleg Programme	Dr. J. Reischmann
Netherlands	(7)	Open School Project, Utrecht	Ms. L. Vellekoop
Portugal	(8)	Popular Adult Education Experiments	Dr. A. Melo
Spain	(9)	Radio ECCA, Canary Islands	Mr. L. Espina Cepeda
UK	(10)	Adult Literacy Campaign	Prof. H.A. Jones and Dr. A.H. Charnley
	(11)	Open University Community Education Programme	Mr. N. Farnes and Ms. J. Calder
	(12)	Westward TV/NEC 'Just the Job'	Mr. B. Reeves

The projects identified for case-study treatment were chosen according to a number of overlapping criteria :

(i) Nature of target audience

- urban unemployed :	- Canal-Emploi and FUNOC
- young rural unemployed :	- 'Just the Job'
- agriculturalists :	- Télé-Promotion Rurale
- the semi-literate :	- Adult Literacy Campaign
	- CNEC Pre-training course in French
- adults requiring basic 'school' education :	- Radio ECCA
	- Open School
	- Danish for Adults
- the community at large :	- Portuguese Popular Adult Education
	- Open University Community Education programme
	- DIFF/Zeitungskolleg Programme
	- Open School

(ii) Scale of the project

One can distinguish local, regional, and national levels :

- local :	- Canal-Emploi, FUNOC
- regional :	- 'Just the Job', Télé-Promotion Rurale, Radio ECCA
- national :	- CNEC Pre-Training Courses in French, The UK Adult Literacy Campaign, Dutch Open School, Portuguese Adult Education, Open University Community Education Programme, the DIFF/ Zeitungskolleg Programme, and the Danish for Adults Course.

(iii) Stage of development

It is difficult to draw hard and fast distinctions here. Some projects - for example TPR and CNEC's pre-training programme in French - have undergone significant changes over time, associated in these two cases with varying levels of funding and changes in access to broadcasting. Others were deliberately planned as limited-term campaigns -

for example the Adult Literacy Campaign, the 'Just the Job' project; some, such as the 'Danish for Adults' course and the Dutch Open School are pilot projects. Yet others are in their early formative stages, such as the two Belgian projects. A few - such as Radio ECCA and the Open University's Community Education Programme - seem likely to have a continuing future development, probably because they each form part of an established institution's range of offerings and can rely on the strong political and economic commitment that exists to those institutions.

(iv) Media and methods used

Again, any attempt at a neat categorisation of these very different initiatives is impossible. However, two critical dimensions can be identified which are of particular relevance to the objectives of this Study.

The first concerns the emphasis on group work and interaction (in French "la groupe en formation") as opposed to individual self-study methods. To some extent this dimension overlaps with a more fundamental distinction concerning the main objectives of some of these projects, namely a concern with collective action in disadvantaged communities aimed at changing and developing the community, as opposed to a personal search for individual social advancement within a given social structure. Projects in which the former emphasis is all-important have placed strong reliance on stimulating the formation of groups within the community which, with the help of an animateur or trainer, define their own learning needs with a view to taking, collectively, specific action at a community level. Examples would be FUNOC in Charleroi and the post-revolutionary popular adult education experiments in Portugal; both represent attempts to democratise education and make it relevant and meaningful to the disadvantaged groups for whom formal schooling had totally failed. Another project which places a strong emphasis on group activities at community level, but in a different context, is the Télé-Promotion Rurale experiment in France, which used/uses audio-visual media to work towards a group definition and awareness of training and education needs in disadvantaged and remote rural communities.

Many of the other projects identified, however, have a quite different focus, which is on the individual and his or her needs, often as perceived 'from above', and here there is a strong emphasis on individual study and activity based on centrally produced and disseminated learning/resource materials. Examples include Radio ECCA, the CNEC's correspondence courses, the Open University's Community Education programme, and the Zeitungskolleg's programmes.

A second dimension, which represents the major theme of this study, concerns the range of media used in the various projects. Ones that use, in an integrated fashion, broadcasting, print, self-study, and group and individual tuition to put across specific skills include the Adult Literacy Campaign, Radio ECCA, the Danish for Adults course, and the Open University's Community Education programme. Two are essentially print-based, with little scope for other media or for face-to-face work : the CNEC and the Zeitungskolleg. The former relies almost exclusively on correspondence course methods, the latter on the use of newspapers. Canal-Emploi uses cable-TV, and TPR used TV broadcasting in the past, to raise levels of awareness to training opportunities offered in other ways (e.g. in formal training courses). The Open School project places strong reliance on local learning groups, but makes centrally produced broadcast and print materials available to the groups and to individuals. And the FUNOC project in Charleroi mainly relies on group training sessions, although it is now beginning to plan use of media for a number of well-defined functions.

2.3.3 Special Reports

In addition to the case-studies of projects, a number of other reports were commissioned from specialists with relevant experience. Two of these are 'country' reports :

(i) 'A Personal Report on the British Experience of the Use of Mass Media for Basic Adult Education' (by John Cain, Controller, Corporate Affairs, BBC, ex-Assistant Controller of Educational Broadcasting, BBC). This report serves to put into context the three UK projects reported on in the case-studies, and provides an overview of schemes in the UK which :

- were primarily addressed to socially and educationally deprived groups
- used TV and/or radio on a wide scale
- were concerned with non-formal education
- employed some kind of back-up, follow-up or other 'outreach' activity in an integrated way.

(ii) 'A Report on the Current Situation in Italy as regards the Use of Mass Media for Basic Adult Education' (by Daniele Doglio, of RAI-TV). This report analyses the reasons why there is in fact no activity in this field in Italy at the present time, despite :

- the establishment of UNLA in 1947 and the pioneering work it has carried out in the field of adult literacy
- the famous examples of experiments such as 'Telescuola' and 'Non e mai troppo tarde' in the early sixties
- the fact that the Trades Unions have negotiated paid leave for workers for educational purposes
- the presence of 3500 local radio and over 500 local TV stations, and the recent creation of a third national TV channel (RAI-3).

These two countries were chosen as the subject of reports because they both represent particularly interesting cases : the UK because of relatively large (compared with many other European countries) numbers of initiatives using broadcasting in this field, and Italy because of total absence of any initiatives despite apparently very favourable 'pre-conditions'. Time and funds did not permit the preparation of similar analyses of the national situations in the other countries of the Community, and in this respect these two reports can be seen as initial trial attempts at structuring a series of national reports at a later date.

Two other special reports were commissioned :

(iii) 'Organisational and Collaborative Frameworks for the Provision of Adult Basic Education Using Multi-media Methods (by John Robinson, formerly Education Secretary, BBC). This report analyses, on the basis of experience in a range of European countries, the factors that contribute to the success or failure of collaborative projects in the field of adult basic education. Five main factors are identified :

- the choice of collaborating agencies and the way the choice is made
- the functions to be undertaken by each agency
- the various structures and processes developed to make the project effective
- the experience, training, and commitment of the personnel involved
- the finance and resources allocated to the various functions involved in the project.

(iv) 'Access to Broadcast Media and Community Use of Media in respect of Adult Basic Education Programmes' (by Frances Berrigan, BBC/Open University Productions). This report was commissioned because we felt it important to examine and analyse the successes and failures of the brief history of the community use of broadcast media. There is, on the one hand, an understandable reaction in many circles against the highly centralised planning and production policies of many national broadcasting organisations. Conversely, it is often felt that a stronger emphasis on involvement of 'users' in programme planning and production will help to ensure greater reliance and impact for broadcasts aimed at, for example, disadvantaged groups.

We have not summarised these four reports here but have drawn on the analyses presented in them in drafting parts of this document. Copies of the full reports are available from the Study Team (in English language versions only at this stage).

2.3.4 Identification of Major Themes and Issues

The various contributions to the Study itemised in 2.3.1 - 2.3.3 above were initiated in the period April-July 1980. In late 1980 (November 10-11) a two-day meeting was organised in Brussels which brought together all the external contributors (i.e. the authors of case-studies and special reports) to attempt to discuss some of the major themes and issues concerned with the use of multi-media methods for adult basic education. Most of the case-studies and reports were available to participants before the meeting, and this fact, together with the opportunity for individual practitioners to meet and exchange ideas and experiences, was felt to be very useful.

This meeting was important to the Study Team in launching the analysis phase of our work, and we have tried to take into account the views expressed in drafting sections 3 and 4 of this Report.

2.3.5 Preparation of Recommendations

The final phase of this exploratory study involved the preparation of proposals for areas needing further research and investigation, and the formulation of suggestions for possible initiatives which the European Commission might take in this field. This phase involved a further two-day meeting in Brussels (May 5-6, 1981) involving invited participants from all the current and future member states of the EEC. A draft version of this Report was discussed at the meeting, and proposals for actions at Community level were developed in working group sessions. These proposals are presented in Section 5 of this Report.

3. SOME IMPORTANT THEMES AND ISSUES

3.1 INTRODUCTION

'Disadvantage' appears to be a structural feature of our society. Analyses based on official statistics from many countries demonstrate its reproduction by the schooling system, which is not succeeding in eliminating - and can even be claimed to be reproducing - social and economic stratification {see for example Schwartz (1977), Hallak (1974), Dore (1976)}. The chances of a child of working-class or peasant origin going on to University are far less than those of a child from a middle-class or professional family background. In France, for example, the ratio of 'chance' was estimated as 16 to 1 in favour of children from middle-class backgrounds in 1975[1]. Large proportions of children leave school with no educational qualifications at all : for example, French Government statistics for 1973 show that, of 817,000 school leavers that year, 500,000 (61%) left without any sort of diploma or certificate[1].

Other data - such as that cited in Section 1.1 of this Report - show significant proportions of school-leavers and adults in European countries with minimal skills in literacy and numeracy, at a level too low to enable them to participate and function adequately in modern society. The members of this severely educationally disadvantaged group are also, generally, the socially and economically disadvantaged. Many expect little or nothing of society and do not seek out, of their own accord, opportunities for adult education or training - perhaps because they have little reason to believe that their situation will or can be improved. Most European societies are currently experiencing an economic recession, which is affecting the already disadvantaged groups most severely. At the time of writing this Report (March 1981) figures for the unemployed on official registers in the European Economic Community number 8,400,000. Public funds for education and social provision are being squeezed, and the little that is available for adult education provision tends, in many European countries, to be directed towards professional and other job-related training linked to the needs of the production system.

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1 Figures quoted in Schwartz (1977)

Given the above situation, it would seem naive to expect that basic education programmes - using whatever methods - are going to eliminate educational disadvantage amongst adults. The problem can only be solved in its entirety by action on a whole range of conditions - action which would effectively amount to a fundamental restructuring of society. Compulsory full-time schooling has failed to eliminate educational and social disadvantage : voluntary part-time adult education, even with new objectives and new methods, is unlikely to provide a comprehensive soiution without other changes occurring.

However, this does not imply that nothing can or should be done in terms of developing new initiatives in the field of basic education for adults, and in applying new methods to extend and enhance existing initiatives. But these developments should be put in the context of an overall problem of educational disadvantage which is of serious dimensions, which exists on a national scale in each of the member States of the Community, and which needs to be tackled on a wide range of fronts - not only the educational.

We have tried in this Report to pick out some of the more interesting and innovative attempts to use the mass media in conjunction with other, more 'classical' methods, to approach the problem of educational disadvantage. The scale of the problem - or rather of the problems, because one is not concerned here with a homogeneous group of people or of needs - seems to demand responses at regional and national levels. The press and broadcast media can be demonstrably effective in modifying peoples' behaviour and attitudes - the success of commercial advertising and of popular television programmes show this. Therefore, it would seem appropriate and sensible to use these methods, at national and regional levels, for educational purposes, both for developing public awareness of the problems of educational disadvantage, and for providing help in developing appropriate skills, i.e. in providing learning resources. Additionally, in a gloomy economic situation, there may be a cost-effectiveness argument for using the mass media for reaching diverse and scattered disadvantaged groups.

There would seem to be, at the present time, a growing awareness of the need to do something for those in the adult population whom the traditional schooling system has failed. But political emphasis on doing something for disadvantaged groups runs the risk of failure if the 'something' takes the form of projects which maintain and increase

relationships of dependency, reducing the disadvantaged even further towards an 'assisted' status. An over-riding principle of any project in this field should surely be to create conditions which help people to help themselves, to become autonomous, and to take on responsibility for their own lives and situations. Such a process, in the long term, and linked with other changes in society, might help to reduce social and educational disadvantage.

Such a principle - of enhancing autonomy rather than providing assistance which increases dependency - implies in practical terms a number of features at the level of individual projects. We believe some of the more important of these features are the following :

- flexibility in the mode, timing and location of learners' activities
- removal of psychological barriers to access (e.g. through a provision which will not recall painful memories of failure at school)
- immediate relevance of objectives, contents, style, and approach to real-life problems, situations, and needs
- participation and involvement of typical learners in identification of needs and the planning and execution of projects
- local involvement of individuals (e.g. as tutors, animateurs) and organisations already known to and/or concerned with the learners
- promotion of specific actions and attitudes which will lead to concrete changes in the situation of the disadvantaged individuals, groups, and communities in question
- provision of the information, knowledge and skills needed to bring about such changes.

Not all the projects described in this Report provide all the above features. Some are more concerned with provision of a resource in terms of information and skills (e.g. a basic education curriculum, literacy skills). Others are more concerned with community action, or in raising levels of awareness to social needs. However, in drafting this section of the Report we have tried to keep these key features in mind throughout our analysis of the major themes and issues which follow.

3.2 NEEDS AND TARGET GROUPS

Our concern in this Study is with projects designed to meet particular learning needs through the use of multi-media methods, and, by implication, on a national or regional scale. In the main we will restrict discussion to the methods used in the case-study projects to identify the needs of specific groups. Although some of the points made will be relevant to the wider field of identification of needs for adult basic education as a whole, we make no attempt here to cover this wider field, and certainly do not pretend to have had the time or skills necessary to do this on a comprehensive European scale. (However, our limited searches for data on the levels, for example, of adult literacy and numeracy in the Community do indicate the need for the collection of accurate information on a Community basis in these area, and we return to this point later.)

A central issue which is raised in many of the case-study reports, explicitly or implicitly, is the distinction between 'objective' and 'subjective' needs. Disadvantaged groups and individuals do not, on the whole, articulate their needs for basic education. That these needs exist, objectively, is beyond doubt. However, programmes and projects conceived within a framework of central planning based purely on analysis of objective needs run the risk, in many contexts, of being taken up only by those who are already relatively advantaged - for example, the relatively privileged, or those who are already 'consumers' of adult education, leaving the main body of the target group untouched.

For example, the case-study of the Danish for Adults course points out that "...a course of this kind appeals to the minority of the educationally deprived who have previously participated in adult education, and those in need of a formal qualification". In the British Adult Literacy Campaign, although none of the students had, by definition, been involved in adult education previously, the proportion of totally illiterate or severely semi-literate who have come forward has not been large. And in total, at the most only 10% of the putative 2 million adults in the target group contacted the project, and many of these have "... not shown the features of social disadvantage".

The danger of not reaching the target population is probably greater in large-scale projects of the sort with which we are concerned than it is with community-based projects which rely predominantly on personal

contact, through, for example, volunteers, community workers, or animateurs. For this reason, it is of interest to examine what lessons might be learned from a relatively successful community-based project, such as FUNOC in Charleroi, which has succeeded in getting through to and involving strongly disadvantaged target groups. In discussing the theoretical basis for FUNOC's procedures, Verniers (1979) first of all analyses the classical model of needs satisfaction, which can be schematised as follows :

- needs exist, either natural, or artificially created by society
- needs which are not being met lead to a state of dissatisfaction which is expressed as a demand
- the expression of a demand stimulates an offer which is meant to respond to, and satisfy, the needs.

This model, if applied to the field of adult education, runs the risk of failure. Translated into action, it can lead to the following situation :

(i) a survey is carried out amongst a sample of the disadvantaged target population to identify demands for training and education

(ii) the results are analysed and, in fact, very few demands are expressed

(iii) either it is decided that it's impossible to reach such a public, and that they neither need nor want training or education, and nothing is done
or a project is mounted on the basis of the few demands that are expressed, and the resources are predominantly taken up by those who are already relatively advantaged (educationally or socially). In either case the result is a failure to reach the intended target population.

FUNOC's project design is based on an alternative assumption to that outlined in the classical model above : namely that objective needs exist when the means to satisfy them materially exist, but that these objective needs are not automatically recognised by the groups and individuals concerned, who are thus unable to articulate them. However, in the long term, provision of a supply will stimulate a demand. Hence FUNOC's methods involve in practice a series of actions :

(i) identification of objective needs

(ii) identification of the subjective expressions of these needs, through door-to-door surveys and interviews arrived at listing common problem situations as expressed by the population (e.g. general issues : unemployment, regional decline, etc. and more specific issues : schooling facilities for children, managing a household budget, occupying leisure time, etc.)

(iii) preparation of education and training programmes based on these subjective needs, but leading towards a satisfaction of objective needs (e.g. literacy, numeracy, social coping skills, for formal qualifications).

(iv) development of a campaign aimed at raising levels of awareness and thus permitting the gradual articulation of demands

(v) analysis and treatment of these demands through the design of training programmes aimed at satisfying the objective needs

(vi) recruitment and training of suitable local trainers and animateurs.

Similar underlying preoccupations can be identified in the more large-scale projects with which we are strictly concerned in this Study. For example, a major function of many of the television programmes made by Télé-Promotion Rurale (TPR) and the associated group meetings, was to help develop an awareness of needs which might subsequently be satisfied by more formal training and education activities. Again, the television programmes which form part of the UK's Adult Literacy Campaign play an important role in both raising public awareness to objective needs for adult literacy training, and in raising levels of confidence amongst members of the target population to a sufficient extent to encourage them to make a first step and contact the project. One of the ploys used to do this in many programmes involved the identification of day-to-day problems associated with low levels of reading and writing skills. Programmes of this sort stimulated a demand on quite a large scale, as measured by the numbers contacting the project through the telephone referral service. Experience from the 'Just the Job' and 'Make it Count' projects - both of which used television plus referral services - indicate clearly the capacity of television to create a demand under certain circumstances. Stringer (1979), in his evaluation report of 'Make it Count', stresses that the mass media "...can deliver customers for a variety of enterprises, social as well as educational, as and when required" provided that the local resources (volunteers, tutors, counsellors) are known to be

there to cope with the demand generated. He also points out that the project demonstrated that functional innumeracy is far more widespread than people believed. Hence projects like this can also, it would seem, act to diagnose needs and their extent specifically by the demand they generate.

In the Danish for Adults programme, although initial definition of needs followed the fairly typical pattern of many media-based projects (i.e. determination by a small national committee with representatives from relevant organisations), this work was later supplemented by "thirty or so case-studies prepared ... by social workers and employment counsellors ... Each case described the educational, social, and working background of an adult from the target population. Also included were the individual's and case-writer's assessment of needs vis à vis Danish, in particular communications skills". The Dutch Open School project introduces people into their educational programmes through the study of short 'theme' modules (on e.g. health, work, education, politics) strongly related to issues of day-to-day concern. Study of these modules helps the learners to begin to articulate their needs for more formal courses. FUNOC uses similar methods to 'incite' interest, with short workshop courses on topics expressed as subjective needs (e.g. sewing, car mechanics, domestic economy). Examples could be cited from other projects which demonstrate attempts to include in the overall project design :

- a concern with real-life and typical problem situations (i.e. "starting from where the learners are")
- procedures for raising levels of awareness to the implications of these problem situations, hopefully leading to an articulation and recognition of objective needs for training and education by the target groups
- provision, and publicising, of resources which will draw the members of the disadvantaged groups into the project, and raise their levels of confidence in their own abilities to learn and to profit from this learning.

Unless preoccupations such as these are given a central role, the danger exists of participants' expectations not matching the central planners' views of needs. The case-study of the Danish for Adults project points out that many participants expressed a desire for help with specific reading and writing skills which might better have been

provided in a series of short functional modules rather than in a long, examination-orientated, course. There is also the danger of centralised planning of resources culminating in a set of separate discipline-based materials (e.g. in numeracy, literacy, social skills) rather than in integrated programmes or materials built around common problems. In real-life situations, a person will often need to use a number of different skills together to achieve his or her goal. One should certainly question very closely the rationale for separating the learning and development of these different skills, particularly in projects of a functional nature which are not oriented towards examinations.

For examination/diploma-orientated courses, some of the issues raised above will perhaps not take on such an importance as for more functional courses. A number of the projects covered in this study represent a reflection of a strongly felt need - both by central planners and by target groups - for 'second-chance' education. Such schemes are aimed at those members of the adult population who left school early without qualifications, who never had a chance to go to school, or who for whatever reasons, failed to benefit from their school careers. Motivations for enrolling in such courses are many : a desire to be able to follow and participate in their own childrens' school career, a need for a certificate or diploma for employment purposes, a need to improve reading, writing, language and numeracy skills. Examples of projects aimed at providing basic (primary or early secondary level) curricula for adults which fall into this category include :

- Radio ECCA (mainly primary school level courses)
- the Dutch Open School project (secondary school level)
- the Danish for Adults course (secondary school level)

Note however, that both ECCA and Open School also include non-formal courses in their programme, not aimed at examinations and diplomas.

The French CNEC's pre-training courses in French and Mathematics have a similar orientation, except that they are aimed at preparing adults, through correspondence methods, to develop the necessary knowledge and study skills to go on to certificate-orientated courses.

At first sight, one could expect that courses and programmes of this sort would be unlikely to make much impact on disadvantaged groups, for reasons of relevance, and perhaps because they are in large measure reproducing elements of a school curriculum which has already failed the people they are aimed at. However, the success of Radio ECCA, which has catered to the needs of 175,000 adult students in the Canary Islands in the 16 years of its existence, and the pilot Open School project, which had 300 unofficial study groups as well as the formally recognised ones organised by the project, would warn against coming to such a conclusion too hastily. In both instances it would be necessary to carry out some fairly detailed research on the relative characteristics of those who enrol in the programmes, and those who, from the same socio-economic background, do not enrol. And in attempting to draw comparisons of relative take-up of such educational offers, it would be necessary to examine very closely the different social contexts in different countries. It is evident, for example, that Radio ECCA has an excellent 'image' in the Canary Islands, that it has built up a strong following amongst the population, and that it is socially acceptable to follow its courses. Disadvantaged adults in other societies may face strong psychological and social barriers to enrolling in formal basic education courses of the sort offered by Radio ECCA.

One point that comes over strongly in the majority of the projects which we have looked at is the great variety of needs, and the heterogeneity both amongst and within the target groups. There are individual adults with expressed needs for school certificates and diplomas. There are adults with as yet 'unarticulated' needs for such qualifications. There are communities in decay which need collective action by their citizens to redress the situation. There are special groups such as migrant workers, and members of immigrant communities, whose needs for integration into their host community must be balanced by their needs for maintaining their own cultural and social identity. There are those seeking functional skills and employment opportunities. There are yet others - probably a majority in many disadvantaged communities - whose levels of awareness and of self-confidence need to be raised before they will embark on education or training projects. Even in a project such as the Adult Literacy Campaign, with its very specific objectives, it is pointed out that "...the standards of literacy skills of those seeking help vary so much, as also do the other indicators of social and occupational

status, motivation, and so on, that the NIAE Research Team concluded that the only workable definition of an adult illiterate was 'one who thinks he is' "

This diversity immediately poses a problem for projects which are based on national or regional use of centrally-produced learning materials (print, broadcast etc.). It also brings into strong perspective the need for mediators at a local level who can act flexibly as animateurs and tutors in working with learners in using and interpreting these materials. This central dilemma - of reconciling a wide variety of needs, motivations, and other learner characteristics with the economies of scale proper to centrally organised projects operating at national and regional levels - is perhaps the key issue to be tackled in the design of multi-media projects. In the following section we examine some of the more interesting features of the projects which have tried to solve this dilemma through incorporating as much flexibility as possible into the design.

3.3 FLEXIBILITY

In the design of multi-media projects in the field of basic education for adults, flexibility can be considered in at least two distinctive ways. The first is in the internal relationship between the different components of the system e.g. print, broadcasting, local support (see 3.7 below). The second is in the relationship between the project per se and its participants. If flexibility is seen as a device for achieving as much participation as possible in the project by the target group then we need to be clear about the various meanings attached to the concept of participation.

Schwartz (1978) discusses four levels, or meanings, of participation in the field of adult education, and it is possible to use these levels to categorise the projects covered in this study before looking at the issue of flexibility. His first level is that of individual participation, and arrangements for enhancing it through flexibility in timing, locus, and nature of learning activities. Most of the projects covered in this Study are concerned at providing flexibility to enhance individual participation at this level. Examples include CNEC in France, Radio ECCA, the Danish for Adults course, the Adult Literacy Campaign, Just the Job, the DIFF/Zeitungskolleg programme, and the Open University's Community programme. Different methods and combinations of

methods have been used in these projects to promote flexibility for individual participants, and we discuss these briefly later.

The second level of participation identified by Schwartz involves collective participation through assumption of responsibility for learning by a 'learning group'. Examples of this mode of participation include here the Open School project and Canal Emploi - where autonomous learning groups form the key element. Evidently, the benefits gained from collective discussion and definition of learning programmes have to be set against the constraints associated with group work and meetings as the principal learning medium.

The third form or level of participation involves the community at large, and the promotion of collective actions to change and develop the community, on the basis of group work. The FUNOC project is a clear example of this. Télé-Promotion Rurale, in its early days, when the primary element was group learning and discussion leading to definition and resolution of common problems, could also be said to fit into this category.

The fourth level of participation is that implied in the collective creation and sharing of new knowledge and culture. Some of the examples of popular adult education experiments in Portugal after the 1974 Revolution fall clearly into this category. The role taken on by the DGEP at that time was to act as a central provider of necessary resources to enable local popular education collectives to define their learning needs and, in some instances, develop their own materials in response to these needs. Resources provided ranged from help in organising literacy classes to provision of cameras to a local group wanting to make a film of its activities. Likewise, Télé-Promotion Rurale places great emphasis on collective participation of farmers in the design and production of much of its audio-visual material.

To summarise, when discussing 'participation' in projects of this kind, it is important to be clear as to which meaning of the word is being used :

(i) individual participation as a learner
(ii) group participation in defining learning needs and choosing learning methods
(iii) collective participation in a context of community development
(iv) collective and individual participation in creating new learning and resource materials.

Although specific projects may demonstrate examples of participation at more than one of these levels, most multi-media projects in the field of basic adult education are orientated primarily towards providing basic skills, using predetermined resources and materials. The flexibility built into many of these projects is aimed mainly at enhancing individual participation at "level (i)", and sometimes with promoting group-based learning and decision-taking at "level (ii)" as a complement to this. The range of methods used to provide flexibility for individual participation in these projects is quite large. At one end of the scale, as it were, is the relatively low-cost pre-training programme run by the French CNEC. The pre-training courses in French and Mathematics are basic correspondence courses, with short assignments to be sent at fortnightly intervals to a tutor for correction and comment. The flexibility that exists in such a system is essentially the freedom to choose one's own time and place of study. However, this must be set against the disadvantages of relatively unattractive print materials, no media support (now) and a fairly lonely study situation. Radio ECCA - although still essentially a correspondence-based project - has tried to overcome some of these difficulties in two principal ways : by the informality of its regular radio broadcasts, and by the friendly, relaxed, atmosphere of the weekly group meetings and classes. However, as with CNEC's courses, there is only one basic pattern of participation : you either follow the course or you don't! Some projects have tried to get round this problem by providing resources which can be used in a variety of different ways. For example, the Zeitungskolleg programme provides - for each course - a series of 12 weekly newspaper articles, supplemented by a study guide and a course reader. Learners have the option of merely following the newspaper articles, or supplementing them by obtaining the study guide and reader, or of joining a learning group at a local Volkshochschule which may be following the course. Another example is the Danish for Adults course, which was available in three basic options :

- a course based on classroom instruction supported by course books and radio and TV material (generally on cassettes)
- a course based on a combination of classroom instruction (1/5th of total time) and distance learning based on the course book and broadcasts (4/5th of the time)
- a 'self-service' distance learning course, based on the printed course materials, the broadcasts, tutorials (face-to-face and by telephone) and optional group sessions.

It is evident that it makes sense to try to augment participation rates by using the same resource materials in a variety of different ways and situations. The Open University's Community Education programme which, when it started up a few years ago, was heavily influenced by the standard multi-media course model of the University's undergraduate programme, is increasingly seeing its role as a provider of basic resource materials which can be used in a variety of different ways. Thus, as well as formally registered students following the courses 'at-a-distance', there are also informal users - studying individually or in groups - and in some regions of the UK local radio stations and newspapers have become involved in helping provide modified versions of the original courses.

The emphasis on providing resources which can be used flexibly to support an individual learner's needs - as opposed to a predetermined course - is very apparent in the UK's Adult Literacy Campaign. Here the key element can be said to be the individual face-to-face tuition provided by volunteer tutors, which enables learners to proceed at their own pace and specify their own individual objectives. The print and broadcast materials provided a number of functions : raising awareness, encouraging and promoting enrolments (in conjunction with a telephone referral service), recruiting volunteer tutors and helpers, acting as models and examples to be taken up and adapted by students and tutors. Similarly, the 'Just the Job' project, aimed at helping the young unemployed to help themselves, has one-to-one counselling with volunteer adults as a key element. TV broadcasts and a phone referral service acted respectively to raise awareness and to provide a mechanism of recruitment and of access to the printed materials contained in a 'Jobhunter Kit'. Different levels of involvement in the project are feasible, ranging from merely following the TV series, to having regular meetings with a counsellor combined with study of the print materials package. It is worth mentioning here that the telephone referral service and advisory counselling methods used in the Adult Literacy Campaign and the 'Just the Job' project had a positive influence on the design of student support services in the Danish for Adults pilot project.

We referred earlier to the heterogeneity of many of the target groups for basic education, which encompasses variations in levels of motivation and awareness, differences in social and economic backgrounds, and differences in reasons for undertaking a learning project. Some of these variables could be grouped under the expression "ability" (to imply a combination of motivation level, intelligence, persistence etc), and learners could be classified, say, as high, average, or low "ability" in respect of the objectives of a given project. In the UKOU Community Education case-study prepared for this Report, Farnes and Calder try to develop a model for their programme which links variations in learner 'ability' with variations in levels of development of materials and in levels of face-to-face support. This model is outlined below as a further framework within which flexibility in project design can be considered.

> "Distance learning is based on the idea that learning objectives can be achieved by learners through appropriate learning materials and support. Learners of a given level of ability can achieve particular objectives either through highly developed material and less support OR through less developed material and more support.
>
> The level of learning objectives (for Community Education Courses) is high in that they are concerned with evaluation, decision making and application. This distinguishes community education from the simple provision of information.
>
> Community Education is aiming at a wide range of ability from semi-literates to University graduates. Given that the learning objectives are high level this means that the materials will need to be highly developed and that a wide range of support will need to be available.
>
> The course materials are highly developed in that they contain devices for sensitising the learner, for analysing and evaluating his experience, organising this to make decisions and taking action to implement these decisions - as well as appropriately presented information. In other words, the learning materials are designed so that learners of reasonably high

ability can use them to achieve the learning objectives without support. Many of the adaptations tackle less ambitious objectives and are less extensive and are suitable for less able learners. However, less able learners are able to achieve the learning objectives of the course given adequate support.

Traditional community education has been successful with learners of low ability without using materials, but by providing a substantial amount of support. When structured materials are added to this situation, the materials should enable higher level learning objectives to be tackled by learners of a given level of ability with the given amount of support than they would be achieving without the materials.

For given learning objectives we can represent the degree of development of the material and the level of learner's ability as two dimensions and show how these are related in terms of the level of support needed to attain the given objectives (see Fig. 2).

SUPPORT / MATERIALS	LOW	AVERAGE	HIGH
Low	High ability learners	High-Average ability learners	Average ability learners
Average	High-Average ability learners	Average ability learners	Average-low ability learners
High	Average ability learners	Average-low ability learners	Average-low ability learners

Fig. 2 : Ability level of accessible audience for varying levels of support and materials development (for a given level of learning objectives)

> As the figure shows, for a given level of learning objectives, above average learners can cope with highly developed material with little support, while with less developed material they require increasing support to achieve the same objectives. Average learners require more support for materials at a given level of development and below average learners even more."

The model summarised above is applied in the case-study in discussing the varying patterns of provision provided by the Community Education programme. It could be applied equally well, for example, to the Danish for Adults course, with its three options of varying levels of tutorial and group support. The model is of potential value for two reasons :

- it stresses the importance of tutorial and other support, particularly when aiming at "low ability" (disadvantaged) learners
- it provides a framework for thinking about the levels of materials development required for given levels of "ability" and support.

In the next three sections of the Report we look in turn at the role of inter-personal support activities, and at the characteristics and roles of print and audio-visual materials for adult basic education.

3.4 FACE-TO-FACE PROVISION

Distance education materials produced and distributed on a centralised basis have the potential for liberating learning from the constraints of time and space. Yet the evidence of the case-studies would suggest that, in the field of compensatory education at least, the materials *per se* are not self sufficient. Some kind of individual/group/personalised support would seem to be essential in reaching and holding specific target populations. Indeed in collective action programmes such as Canal Emploi, Liège; FUNOC, Charleroi; and TPR Grenoble, a recognition of the value of personal/group inter-action is crucial for the realisation of the objectives of the project.

Face-to-face provision in the context of using the mass-media for adult basic education serves a number of essential functions :

(1) Using combinations of print, audio and visual learning materials can be a complex and difficult matter for inexperienced and beginning students. Guidance and help on a personal or group basis is often necessary either before pre-prepared materials can be utilised, or in association with their use

(2) Counselling and one-to-one tuition of the kind offered by the Just the Job (UK) project, the Adult Literacy Campaign (UK) and the distance education option of the Danish for Adults course facilitate students to learn and to assess their own progress in relation to the objectives of the programme

(3) Organised group activities e.g. in supporting the Open University Community Education programme or in extending the work of Zeitungskolleg through the Volkshochschulen permit a local/personal in-put which reinforces and enriches the initial offering

(4) Tutorial support and group approaches to learning have a motivational value for individuals and as such may well have a bearing on the drop-out/retention factor in the various projects.

(5) Individuals who suffer from multi-deprivation (e.g. impoverished living environments, lack of job opportunities, feelings of inferiority) need substantial personal help and guidance if they are to make the transition from passive victim to active student of their own situation. In projects like FUNOC, Charleroi and Canal Emploi, Liège, a group leader or animateur performs the essential function of getting the group started and keeping it going by drawing on the collective resources of the individuals in the group

(6) Teaching programmes which call for adaptation of centrally prepared materials e.g. Adult Literacy Campaign (UK), the OU Community Education courses (UK), Zeitungskolleg project (West Germany) are reliant on tutors and teachers who have a knowledge not only of the course materials but of the needs and interests of their particular group of students.

The projects represented in the case-studies stand as different kinds of media-supported teaching programmes, viz.

- functional programmes e.g. literacy, employment
- elementary academic programmes externally validated e.g. Danish for Adults, Radio ECCA
- collective action programmes e.g. FUNOC

but all are predicated on a significant element of face-to-face provision.

The kind of face-to-face provision varies according to the aims of the project and the needs of the target population. Illiterate or semi-literate adults must rely very heavily on personal support either in a one-to-one tutorial situation or in a small group setting. Similarly, the counsellor support system in courses geared to those out of work has a pivotal role to play in helping students to first of all understand their situation and secondly to do something about it. On the other hand in elementary education courses of the kind pioneered by Radio ECCA the tutor serves to reinforce the radio lessons and to assess the progress of the individuals in his group.

When considered in system-operational terms, personal tuition, group tuition and counselling provide a constraint on the provision of education at a distance. The provision of localised personal support involves establishing a localised infra-structure, e.g. student enrolment, local centres, time-tables, appointment supervision and training of tutors, referral service, and so on. But, from the evidence of the case-studies under review, the overwhelming conclusion we have reached is that without significant local support and face-to-face provision multi-media approaches in the field of basic education for adults are doomed to failure.

3.5 PRINT MATERIALS

The case-studies under review reveal two basic uses of print materials :

(1) publicity and advertising (e.g. posters, leaflets, brochures) for the courses

(2) carrying the teaching content of the courses.

Print materials constitute a core component in multi-media distance education courses, though in each course reliance on print materials varies according to the needs of particular target groups and the contribution of other media. Zeitungskolleg, perhaps more than any

other project, relies on the printed word but even where radio, television and personal support (tuition and counselling) form part of the educational offering, print materials remain essential. Radio ECCA and CNEC Toulouse produce specially prepared worksheets to accompany their lessons; the OU Community Education courses (UK), the Dutch Open School and the Danish for Adults projects have course-specific work books; the Just the Job project (UK) has commissioned special packages of written material called Jobhunter Kits. Only in those projects where there is a strong emphasis on collective action programmes and raising levels of individual and group awareness, e.g. FUNOC, Charleroi; Canal Emploi, Liège; TPR, Grenoble does print material play a subsidiary role. But even here print remains important. Canal Emploi uses articles and stories from the popular newspapers as part of its support material. FUNOC makes use of various kinds of written texts in its training modules and its teaching groups. TPR, Grenoble used to provide written back-up to its television programmes by articles in the agricultural press.

As far as print-based materials are concerned the size (in terms of numbers of pages), layout, amount of colour, balance between student activities, pictorial content and straight text can all vary depending on the target users and the amount of finance available for developing the material and meeting printing costs. Another factor influencing the design is whether the material will be presented in book form, kit form or through the medium of the newspaper. But over and above the question of style and presentation there are a number of general considerations arising from an examination of the role of the print-based media in compensatory education projects :

(1) The case-studies show that printed material needs to be specially prepared with each particular target group in mind. Adults learning how to read must be presented with material that reflects adult experience - childrens' reading texts simply will not do. By the same token the Danish for Adults project shows that the existing stock of printed materials in the subject matter were not suitable for its students. Similarly in the Dutch Open School project the first attempt at utilising printed materials written by existing correspondence institutions was soon abandoned in favour of materials written by teachers who through their close contact with the target groups,

had a better idea of the appropriate level, design and content of the required material. The unsuitability of existing printed texts and the consequent necessity of producing target specific material has an important bearing on the provision for adult basic education.

(2) Printed material which is pre-determined in terms of content, sequence, pace and goal would appear to be suitable for elementary academic courses of the kind mounted by Radio ECCA and CNEC Toulouse. But in functional courses such as adult literacy the personal requirements of students and the necessity for individuals themselves to set their own goals and proceed at their own pace make course-based objectives seem contrived and unrealistic.

(3) The printed material needs to involve the learner in an interactive way, by means of questions and exercises.

(4) Just as important as the preparation of target-specific printed material for students is the production of trainer-specific material for the use of tutors, counsellors and animateurs. Zeitungskolleg, Danish for Adults, FUNOC, Charleroi, Adult Literacy Campaign (UK) have all produced training manuals/materials. This aspect is developed in 3.8 below.

In developing the Jobhunter kits the Just the Job project team identified the following criteria as being important :

- the material should be easily understood by people with a generally low level of literacy and academic achievement
- the target audience should identify with the characteristics and situations portrayed
- the target population should find the information relevant and appropriate to their situation
- the materials should provoke both discussion and action
- the general style of presentation should be seen as attractive and desirable by the target audience.

An examination of the other case-studies in this Report indicates that such criteria are relevant and appropriate in the preparation of print materials for various kinds of adult basic education courses.

3.6 AUDIO-VISUAL MATERIALS AND BROADCASTING

The range of audio-visual components in adult basic education programmes is wide. It includes :-

- national and regional television programmes
- national and local radio programmes
- cable television
- and various non-broadcast material such as film, video-tape, and slides.

Throughout this report we make extensive references to the use and roles of television and radio broadcasts as part of a basic education resource (see, for example, Sections 3.2., 3.3., 3.7., 3.10., and 3.11. in particular), and descriptions of the uses of broadcasting in specific projects are included in the Volume II of the Report. In this section we try to review briefly some of the specific issues involved in the use of audio and audio-visual media.

As with the use of print materials, the use of audio-visual components depends on variables such as national broadcasting traditions, the role of the educational service within the various broadcasting institutions, finance, viewing/listening patterns of specific target populations, availability of video replay equipment at a local level, and so on. Variations can be extreme between different countries, as the case of television amply illustrates. Cable TV is used quite extensively in Belgium but is not at all widespread in many other European countries. In Denmark there is a single (national) TV channel whereas in Italy there are over 500 local commercial TV stations. Unlike the other EEC countries, copyright law does not apply to educational broadcasting in Denmark and this raises the potential of using video in local settings.

In assessing the relevance of audio-visual materials in the field of basic education for adults it is necessary to consider not only the different kinds of courses and the use of related media, but also to draw distinctions between :

- publicity, awareness, and morale boosting
- teaching and instruction

In basic functional courses such as the British Adult Literacy Campaign and the Just the Job project the role of broadcasting seems to be based on the assumption that individual learning from broadcasts per se is unlikely. Hence programmes are mainly geared to encourage listeners/

viewers to seek help. Thus the major purpose of the TV component in the Just the Job project was to dispel the feeling of isolation amongst the young unemployed, and to motivate those who were no longer in touch with existing agencies to use the facilities of the Just the Job project.

Likewise broadcasts associated with the Adult Literacy Campaign (UK) and the films formerly broadcast by TPR Grenoble were used primarily as a means of recruitment to tuition and/or of enlarging public awareness of the dimensions of the problem. It was this kind of thinking which prompted the Danish for Adults project team to launch their course with a series of nightly documentaries focusing on an unemployed, semi-skilled woman with teenage children and the implications of her enrolling for the course.

There can be no doubt about the effectiveness of local, regional, and national TV and radio broadcasting in promoting recruitment of 'clients' for adult basic education programmes, and in acting as a revealer and identifier of needs which may not have been apparent before the broadcasts were launched. The power of the media in this respect is particularly evident when efforts are made to adapt programme styles to the tastes, interests, and pre-occupations of the target groups (e.g. use of local radio disc-jockeys in Just the Job, involvement of agriculturalists as actors and actresses in TPR's programmes).

Although evidence from the Adult Literacy Campaign, Just the Job, TPR, and the Danish for Adults course all points to the impact that television can make on public awareness of a social problem, in general terms it seems unlikely that television can stand on its own as an outreach activity. If television is to be used for instructional purposes with disadvantaged groups then the individuals in question need to acquire new listening and viewing skills. Broadcasting is associated with leisure and entertainment, rather than with education. In this context critical skills can hardly be taught by the medium itself. It would therefore seem to be the case that mediation by a tutor is generally essential in utilising the educational/instructional potential of television and/or cassettes made from television programmes. The extent to which radio programmes can be directly linked to classroom teaching can be followed in the Radio ECCA case study and this is a matter to which we will return in the next section.

It was suggested above that in general terms television could not stand on its own as an outreach activity. This needs to be qualified in one important respect. Whereas this would appear to be true in public

service broadcasting, it is not perhaps the case when the target group itself has direct access to the media in question. Participation and active involvement in the making of film and/or television programmes converts objects into subjects. Collective productions of the kind pioneered by groups of agriculturalists in the TPR Grenoble project and which involve scriptwriting, programme planning, acting, interviewing, filming and editing by the individuals who are intimately concerned with the life situations portrayed seem to have a potentiality for individual/group awareness denied to the more traditional type of programme. In a similar way the cable TV programmes of Canal Emploi, Liege and the projected use of broadcasting by FUNOC, Charleroi, suggest that community-based television has a useful role to play in target-specific and region-specific situations. The conditions for an effective use of local and community-based media in this context seem to be four-fold :

- adequate funding for a core of committed staff to be employed for the work of involving the community, producing the programmes, and ensuring efficient feedback
- a structure through which the community can be represented effectively
- a wide variety of forms of participation and of community stimulation need to be tried
- expectations must be realistic.

Given these conditions, effective use of local media (local radio and TV stations, community/cable TV) could provide an effective resource for adult basic education projects - not necessarily as an alternative to regional or national broadcasting, but as a complement. Both the British Adult Literacy Campaign and the Open University's Community Education programme have demonstrated that an articulated and co-ordinated meshing of national and local broadcasting can be effective.

The importance of using broadcasting as a component of adult basic education programmes lies overwhelmingly in the ability of radio and TV to reach groups and individuals whom it would be difficult or impossible to contact by any other means. In this respect, local broadcasting is one way of amplifying, supporting, and adapting to local needs, the messages put out on a regional or national scale, especially when air-time for such programmes is limited via the latter channels. A second development, already in use in some countries (e.g. 'Knowledge Network' in British Columbia, Canada), and which is bound to have an influence on broadcasting

structures in Europe, concerns the combined use of satellite distribution in conjunction with local (e.g. cable TV) facilities. Methods such as these can lead to an enormous increase in the range of broadcasting output, and help solve air-time limitations on use of national and regional transmission networks. If they were coupled with changes in broadcasting structures leading to a partial 'de-linking' of production and transmission functions, and giving broader access to transmission facilities to a much larger range of social and educational providers, then many of the current problems in using the media for educational purposes could be overcome.

3.7 INTEGRATION OF MULTI-MEDIA RESOURCES

In the last three sections of this Report we briefly reviewed examples of specific functions assigned to the three principal components of multi-media projects : face-to-face interaction, print materials, and audio-visual (mainly broadcast) materials. The fact that a project uses each of these components does not necessarily imply that they should, or need to be, "integrated" in the sense that the learner is required to follow a relatively rigid sequence of study activities partitioned amongst the different media used. In certain instances - Radio ECCA is a case in point - such close integration obviously works, even though it implies fairly rigid pacing of students' work through regular broadcasts and tutorial meetings. An important element in the success of ECCA in this respect, however, is probably due to the fact that in the sixteen years of its existence, a high level of commitment has developed, along with a popular habit of independent study through the ECCA system.

However, in other countries and contexts, it is unlikely that programmes of this sort will be taken up on any large scale by disadvantaged groups and individuals, because such close integration necessarily implies a reduction in flexibility. Obviously it is necessary to be clear about the specific function to be assigned to each component when a project is being planned, and here there are definite lessons to be learned from many of the case-studies. For example, the BBC originally saw the Adult Literacy TV programmes ('On the Move') as having instructional functions : it was only as the project developed, and as other partners came in, that the main functions for TV were shifted towards recruitment, publicity, and awareness-raising. However, even though the main instructional medium for most of the

participants in the project is individual and group tuition, supported by some self-study print materials, there are nevertheless instructional sequences on the TV programmes also. This provides a degree of redundancy in the system which is probably highly desirable for the members of the target groups in question. It means in practice that a participant who misses out on a tutorial class, or on a television programme, does not need to feel discouraged, because the help and information that he or she needs can be obtained through another channel. The implication of this is that, for projects aimed at encouraging maximum participation amongst educationally disadvantged groups, rigid structuring and integration of teaching materials across different media should probably be avoided. This does not, however, mean there should be no links at all between material presented in print, or broadcasts, and in tutorial classes. The links should be there, and reinforcement should be provided, on the condition that the necessary redundancy is also built in.

Finally, it is worth pointing out that the creation and production of tightly integrated materials which require the student to follow a fairly rigid study pattern can also pose serious difficulties. This is especially the case when different agencies are involved in making the broadcasts, in preparing the print materials, and in organising and providing local tuition. Tight integration of the sort which requires a particular TV programme to be viewed in conjunction with a specific item of text material implies a coordination of production schedules which is often difficult to achieve, as well as a very close working partnership between the different agencies involved.

3.8 RECRUITMENT AND TRAINING OF LOCAL STAFF

In an earlier section (3.4 Face-to-Face Provision) we dealt with the crucial role that localised personal support plays in multi-media approaches to compensatory adult education. The provision of programmes of study for adults suffering from various kinds of disadvantage calls for various kinds of support staff with different expertise e.g.

- pre-enrolment counselling (Adult Literacy Campaign, UK; Danish for Adults)
- group counselling during the course (Just the Job project, UK)
- one-to-one tuition (Adult Literacy Campaign, UK; self-service option of Danish for Adults)
- group tuition (Dutch Open School, Radio ECCA, Zeitungskolleg, Danish for Adults, Adult Literacy Campaign, UK)

- group leader/animateur (Canal Emploi, Liège; FUNOC, Charleroi; TPR, Grenoble; OU Community Education programme (UK).

It follows, therefore, that the sources of such personnel and their orientation and training constitute major areas of consideration in adult basic education programmes.

As is to be expected, although school teachers are not always good adult tutors, the existing pool of qualified teachers, either in post or unemployed, represents an obvious source of personnel. This is particularly the case in programmes such as Danish for Adults, Dutch Open School and Radio ECCA. Other professional groups, e.g. vocational guidance counsellors, community health officers, social service organisers also represent staff sources that can be tapped.

But in a number of projects under review a volunteer staff network carries the burden of face-to-face contact. Over the period 1975-80 the Adult Literacy Campaign (UK) recruited and trained 75,000 volunteer tutors. The group counselling support in Just the Job project (UK) was staffed on a volunteer basis. And volunteers also play a significant part in the provision of OU Community Education (UK) tutorial support.

There is clearly much to be said for using volunteers. A volunteer ethos gives a strong sense of social commitment and reinforces community identity. Nevertheless a sine qua non of staffing projects on a volunteer basis is the existence of a core of highly qualified full-time staff engaged in the selection, training, administration and monitoring of the volunteers. This can have significant cost implications.

In operating a volunteer staffing policy, training must be given a high priority. But given the nature of the specific target groups featured in the case-studies, and possibilities arising from the use of mass media techniques, tutor/counsellor training is not something which can be confined just to the volunteer staff. Staff involved in the projects under review are not called upon to fulfil the traditional teacher role. They are called upon to work with adults in the framework of a multi-media project; to help students to learn from course materials that already exist. This in turn involves developing and extending social and technical skills through training programmes.

It is not surprising, given the importance of localised personal support, that the case studies reveal a strong emphasis on training needs. Besides offering numerous and extensive training courses, the Adult Literacy Campaign (UK) has produced many training booklets, and resource packs for its volunteer tutors. Volunteer counsellors in the Just the Job project (UK) undergo a training/orientation week-end and receive a Counsellors Handbook, a newletter which keeps them in touch with project developments, and regular personal support from the project staff. The Zeitungskolleg project team, though it is not responsible for the provision of local classes using its materials, has nevertheless produced a booklet which has practical suggestions for study group activities and which encourages Volkshochschulen tutors to adopt a learner centred style having regard to the special problems, interests and experiences of the participants. It its second phase of presentation the Danish for Adults project team reinforced the training programme for tutors by offering a 5 day training programme led by the outstanding tutors of the first phase. FUNOC in Charleroi has put a great deal of effort into the training and preparation of trainers and animateurs. Each learning group is associated with two animateurs/trainers : one from the local community experienced in the relevant subject matter (e.g. an electrician, a painter, a teacher, a trade unionist) and an animateur from FUNOC's staff. The former provides the technical expertise, the latter the link with FUNOC. At FUNOC two elements are involved in the preparation and training of animateurs and trainers :

- training modules in animation techniques for local people who wish to take on the role of trainer in a group
- in-service training for all trainers and animateurs via monthly evaluation/discussion meetings. In 1981 the training provision will be extended through a 400 hour cycle of training for trainers which will run over a two year period and be recognised by an official diploma.

The recruitment, orientation and training of tutors/counsellors/trainers in media-supported adult basic education programmes must first of all relate to the aims of a particular project and the needs of a specific target group. However, beyond the particular and specific concerns, there is the general consideration that such recruitment policies and training courses are being provided in a context of adult basic/ compensatory programmes utilising mass media techniques. It is for this reason that the wider training perspective features prominently in the recommendations arising from this Report.

3.9 CREATION AND PRODUCTION OF MATERIALS

There are a number of important variables to take into account in discussing the procedures and working methods for the creation and production of materials.

Firstly, the nature of the materials :

- print alone
- audio-visual alone (broadcast or non-broadcast)
- integrated print and audio-visual materials

Secondly, the main function of the materials .

- to raise awareness, to publicise
- to provide teaching to the target group
- to train animateurs/tutors/trainers in the project

Thirdly, the stage of creation/production of the materials :

- initial conception
- pre-use piloting or testing
- maintenance/revision/adaptation during use

Fourthly, the people and groups involved in creating and producing the materials :

- media professionals (e.g. TV producers, journalists, graphic designers)
- educators
- members of the target group

Finally, the required level of development of the materials, in terms of the general degree of sophistication of presentation, is also an important factor.

Although, in the projects we have covered in this Study, there are considerable differences in respect of each of these variables, one common characteristic stands out in all of them. This is the fact that the conception and creation of learning materials is a team or group effort (as opposed to the conventional classroom teaching situation, where responsibility for what is taught, and/or how it is taught, is very much that of the individual teacher).

The Zeitungskolleg, and the CNEC programmes in basic French and Mathematics, are probably the simplest of the projects in terms of materials preparation, relying as they do essentially on print. But both use procedures which involve sequential transformation and improvement of the learning materials by different individuals. CNEC's correspondence course materials are based on original manuscripts

produced by individual teachers, which are then checked and revised by an editorial team before being finally typed. Once the materials are in use, comments from the correspondence tutors, who mark the students' fortnightly assignments, are collated systematically and used for subsequent revision of the lessons on a year-to-year basis. For Zeitungskolleg courses, once a topic has been approved, a group is established to prepare the materials. A project leader is responsible for the group, which contains external experts as authors, an external course coordinator, and maybe one or two full-time or part-time internal staff (e.g. graduate students of the subject). Each author is provided with a written brief for the article(s) he or she is to write, which specifies length, layout, target audience and so on. Authors' manuscripts are then discussed by the project group, edited by the Zeitungskolleg journalist and commented on by a dozen test readers with differing educational backgrounds. Each article is then rewritten by the journalist, before receiving final approval from the original author. On the whole, the authors actually prefer the rewritten articles to their original draft, and it is very unusual for a rewritten article to be refused by the author. And articles can, if needed, be supplied to the participating newspapers in camera-ready form. Readers, study guides, and suggestions for learning groups, also the product of the project team, are printed by a local firm, which also handles their storage and despatch.

It is evidently easier - and far less costly - to undertake the process of sequential modification of draft materials when they are printed rather than audio-visual. However, efforts are, or have been, made in several of these projects to ensure that views and reactions of as wide a range of users and participants as possible are obtained in the preparation of, for example, television programmes. This is quite an unusual departure from the normal working practices of many broadcasting organisations. The Adult Literacy Campaign and the Danish for Adults project assigned considerable importance to the piloting of draft television programmes before final production. During this process, there were extensive changes in the plans for the BBC's television programmes in adult literacy. The Danish for Adults team used local tutors with experience of teaching adults to comment on TV materials from other projects, as well as on drafts of their own TV programmes, before taking final decisions on style and format. Télé-Promotion-Rurale, after deciding that early television films made by teachers and

professional producers were a 'disaster' as far as the project's objectives were concerned, changed their working methods completely. A major development was the handing over of much of the responsibility to members of the target group for planning, creating, and producing the films. Five main stages are involved :

- a survey/reconnaissance, based on interviews with representative groups of agriculturalists on the theme of the proposed production
- planning and preparation of the script and filming schedule, on the basis of a series of working meetings with a selected group of agriculturalists and agricultural animateurs and technicians
- the actual filming, in which members of the working groups, and other agriculturalists and their families, participate in the film as 'actors'
- a piloting stage, at which a first version of the edited film is viewed and commented upon
- production of the final version, in the light of comments made at the piloting stage

The role of the producer and the technical staff (cameraman, etc.) is very much one of servicing the requirements of the group planning the film. The high level of participation of target group members is very appropriate to the overall objectives of TPR's films - namely to raise levels of awareness about the everyday problems and concerns of ordinary farming families and communities, and to allow viewers to identify with the situations presented on the screen. The use of ordinary farming families as planners of, and actors in, such programmes was evidently a very successful strategy. And it was also feasible, given TPR's flexible structure and low staffing levels, and the fact that print materials - also prepared through group work - were essentially designed to publicise and support the broadcasts through the agricultural press.

Projects which use integrated print and broadcast materials to provide direct teaching of specific skills are in a different situation from those in which awareness-raising is the main objective, especially when the learners are studying essentially on their own, and clarity of presentation and style become all-important. Schemes which fall into this category include Radio ECCA's courses, the distance learning

option of the Danish for Adults course, and the Open University's Community Education programme. Each of these projects uses different course creation procedures. Radio ECCA relies almost exclusively on qualified teachers amongst its staff. They are grouped in two centres - the 'Centro de Produccion' (course creation, design, editing, coordination) and the 'Centro de Realizacion' (student support and feedback). For a given course, a group of ECCA teachers plans and prepares the print materials - including the all important lesson 'master'. Preparation of graphics and even details of layout of the print materials are also seen as teacher tasks. Then a pair of ECCA teachers (one man, one woman) will be responsible for recording each radio lesson, based on the printed lesson 'master' which the student will have in front of him when he listens to the radio broadcast. Some of the print materials (produced in ECCA's own printing works) are made for several years' use, others are revised as needed in the light of student and tutor feedback; radio lessons are recorded only a few days before transmission, and are revised and re-recorded for each presentation of the course. This allows for comments and reactions from tutors and students to be incorporated, at very little cost, into successive revisions of each course.

The Open University Community Education courses - like Radio ECCA's courses - emanate from an institution established specifically for distance teaching. However, unlike Radio ECCA, the Open University brings into its course preparation teams non-teachers who are media specialists, TV/radio producers, graphic designers, editors. The broadcast producers are drawn from BBC/Open University Productions special department set up in the BBC exclusively to produce Open University TV and radio programmes. They work with the content specialists (who are often drawn on secondment from outside agencies) and other media specialists in a course team structure through which, successively, detailed objectives are defined, content is structured, and teaching approaches are developed. Successive drafts of materials are analysed by each member of the team, discussed collectively at regular team meetings, and then revised or re-drafted. Draft materials are also piloted and further developed before going into the final production stage. Once the final course materials are in use, the original team may be involved in preparing adaptations and modifications of some of the print materials for other users than

registered course students. Thus some community education distance teaching texts have been transformed into books, part-works, and leaflets. Another departure from the standard Open University course production model is a pilot project in production of community education materials in disadvantaged areas, which involves active involvement of local groups and individuals. The procedure involves tape-recording a group discussion on a topic of particular concern to the group members, its transcription and analysis, and then the production of draft learning material based on the transcript. The draft materials are presented back to the original group, and to other groups, for review and comment. The staff involved in this pilot project hope to develop appropriate working methods for linking local dialogue to centralised production of materials, with a view to overcoming some of the problems associated with centralisation in this field.

When a project is a result of collaboration between a broadcasting organisation and other agencies (e.g. Danish for Adults, Just the Job, the Adult Literacy Campaign) working methods are of necessity different from those adopted in a distance teaching institution such as the UKOU or ECCA. We discuss the general issue of collaboration much more fully in Section 3.11 below, but a few specific comments on collaboration in materials creation and production are relevant here. In Danish for Adults, though the Danmarks Radio TV and radio producer acted as materials coordinator, and Danmarks Radio itself was the major contributing partner in the project, a team approach involving teachers of Danish from outside institutions was used. Thus a writers' team was established to prepare the course books, and this team met frequently with the producer responsible for the instructional radio and TV programmes. Initial plans to pilot some of the draft materials extensively in conditions approximating to planned use did not materialise. However, the instructional TV programmes and the users' guide were revised in the light of comments obtained during the first presentation of the course. In the Just the Job project, responsibility for the TV series lay with an independent television company (Westward TV) whilst the main print materials - the Jobhunter kits - were written by external experts or project staff, and then edited and produced by the National Extension College. Problems of cooperation over the design of kits and the content and style of the

TV programmes which occurred during the first year, mainly because of time pressures, were resolved in the second and third years of the project. Just the Job weekly features on local radio and in the local press were researched and prepared with the help of a small team of unemployed local people on a Youth Opportunities Programme scheme - an example of participation of target group members in the project.

In the UK Adult Literacy Campaign, collaboration between the various organisations involved (BBC, Adult Literacy Resource Agency, National Institute for Adult Education, etc.) never took the form of an organised and formal team structure for preparing the various materials. However, many informal links existed between the different groups involved, which helped to ensure the necessary coordination. Considerable emphasis was laid on piloting both the broadcast components and the associated print materials; this brought significant changes to the end products, and was no doubt in a large measure responsible for the popular success of the TV programmes. One particularly interesting feature of materials creation in the Adult Literacy project concerns the print materials specifically. Centrally produced resource documents were used on a wide scale as models for local production of individual materials by tutors and students working together, and an enormous variety of resources have been produced in this way.

In the Dutch Open School project, the original print materials were prepared by various national correspondence education institutions, and were not actually tried out on members of the target population before being produced in final form. In the event, some of the course materials were soon found to be unsuitable when used by tutors and students, and were in a large measure revised and re-written by practising tutors. So yet again the importance of piloting or developmental testing of draft materials before final production is demonstrated and this is perhaps one of the most important lessons to be drawn from this brief review of materials creation and production methods. This is perhaps especially true in the functional areas of basic education such as literacy and numeracy, where - until some of these projects started - there were very few suitable materials for adults in existence, and little directly relevant experience to call on.

3.10 PUBLICITY AND ENROLMENT

We have already touched on the methods used in the various case-study projects to publicise their offerings - e.g. through use of television, the press, advertising, and so on. What seem to be the conditions under which successful enrolment into projects of this sort can occur?

First of all, it seems to be important to use as wide a variety of methods as possible to reach the intended public, in appropriate combinations, and not to restrict publicity and awareness-raising to any one channel or medium. The apparent 'reinforcement effect' of simultaneous and sequential use of the press, of posters and tracts, of television and radio, is noted in several of the case-studies. For example, Télé-Promotion Rurale used every possible means to get through to the rural agricultural population at which its activities were aimed. Articles were prepared for publication in the specialist regional agricultural press, and in about thirty small local newspapers. These both preceded and followed the television films and debates, and included comments from viewers on the programmes, as well as discussion of training programmes that might be taken as a follow-up to the topics covered in the films. Regional television and radio stations also published TPR's activities at prime viewing and listening hours. Finally, posters and tracts were printed and distributed to a variety of organisations in touch with agriculturalists, including banks, trades unions, Chambers of Agriculture and so on. Danish for Adults and the UK Adult Literacy Campaign, as well as other national projects, use a combination of local and central information channels to contact potential students. Central channels include folders, tracts, and posters, mention on national TV and radio broadcasts, press conferences, and a telephone referral service. Local initiatives include use of local and regional TV and radio stations, local advertising in the press, and personal contacts through the existing adult education structures at local level.

However, although blanket coverage using a wide variety of media and methods in important, it is also important to be selective in choosing which channel will be most effective for the particular group being aimed at. This point is most relevant to projects which are aimed at relatively specific and 'homogeneous' groups - e.g. the agriculturalists for TPR, or the young rural unemployed for Just the Job. This is why, obviously, TPR placed special emphasis on using the agricultural press and the agricultural banks. However, it is also important in projects

which have more heterogeneous target groups - for example, adult literacy projects. For the UK Adult Literacy Campaign it was noted that mentions of the project on disc-jockey shows on the radio were particularly influential in encouraging enquiries - obviously a significant 'sub-set' of the target group are to be found in the audience for such programmes. The FUNOC project in Charleroi, although it uses conventional publicity (leaflets, tracts, posters, newspaper articles etc), feels that the most important method of contacting and involving their specific public is through individual and group interviews and meetings, if necessary on a house-to-house basis. This not only allows for personal contact between members of the public and project staff, but has also been very important in the early stages of the project, for identifying problems which might form the basis of training courses and programmes. However, FUNOC is a very localised project at the moment, aimed at a particular urban zone, with a remit to positively seek out disadvantaged groups and individuals who might not respond to other channels of information. In larger-scale regional or national projects, it is not always possible to incorporate personal contact at grass-roots level into the mechanisms and procedures for publicising an education project.

A third point that emerges from several of the projects is the importance of not confusing publicity/awareness-raising functions with teaching functions - for example in planning television programmes. For example the television series 'On the Move' prepared by the BBC as part of the Adult Literacy Campaign, was primarily effective at motivating the public to seek out local tuition. The little direct teaching that was included was primarily meant to build up confidence amongst members of the target group, rather than to teach by television per se. The Danish for Adults course had two quite different sets of TV programmes : firstly, a six-part drama documentary series focusing on the lives of two families and exploring the factors involved in an adult deciding to join a further education course for the first time in her life. This series was followed by eighteen instructional television programmes, unambiguously aimed at teaching those people who were stimulated to enrol on the course as a result of watching the drama documentary series. For the CNEC pre-training courses in French and Mathematics, television programmes were made (and broadcast for several years), but purely for the purpose of motivating the public and helping to build up their

confidence to a point at which they would enrol on the correspondence course. As in Danish for Adults, one ploy used was to depict a 'typical' adult with reading and writing problems in his or her own home and work background, and to analyse the influences leading to a decision to enrol on a course.

This brings us on to a fourth important point in the planning of publicity and enrolment for projects which are involved in teaching and developing specific skills through a structured programme. For this teaching/learning process to be effective, the learner has to take a number of key steps :

i) enquire for details of the course or programme
ii) enrol on the programme
iii) stay with the programme
iv) 'graduate' from the programme

One of the most critical of the steps involved is the conversion of an enquiry into an enrolment. Evidence suggests, not surprisingly, that this should be made as easy as possible. The Adult Literacy Campaign, Danish for Adults and Just the Job relied strongly on their telephone referral facility. All this required on the potential student's part was to call the number shown on the TV programme (or other media) and give a name, address, and telephone number (if any). He or she would then be contacted within the next week or so by somebody locally who could help in counselling, identifying needs, and enrolling in the programme (e.g. placement in tuition). Radio ECCA does not use telephone referral, but has over 600 enrolment centres through the islands as well as a 'drop-in' shop in central Las Palmas, so that a potential student motivated by ECCA's publicity does not have to travel far to find a centre where he can enrol. In both cases - telephone referral and visiting a centre - one critical factor seems to be the ease with which a potential student can make an initial contact or enquiry. However, all enquiries do not necessarily develop into enrolments. In telephone referral systems, many people who make an initial telephone call appear to have changed their minds about going further when they are actually contacted. Jones and Charnley, in their report on the Adult Literacy Campaign, point out that "... whilst the media -broadcasting and press - were most effective in stimulating enquiry, some other

influence was often necessary for that enquiry to proceed to active enrolment. The influence was most commonly personal contact, either from the area organiser, from a friend, from some other student, or frequently from a member of the family."

Finally, it is obviously of importance that, once enrolled, a learner stays with the programme and 'graduates', so to speak, having developed skills and knowledge which are of personal significance and value. In some of these projects, it is difficult to know exactly what proportion of participants is staying with the programme of studies; this is particularly true in the more flexible, non-examined courses, and in functional courses, where there is little need for formal record-keeping and assessment procedures. It would probably be useful to encourage a closer analysis of participation and 'drop-out' rates in such projects.

It is particularly important to identify what constitutes a 'drop-out' in programmes of this sort - one needs to know fairly accurately, for each learner, what his or her personal goals were in joining the programme, and the extent to which they have been achieved. This is a much more difficult matter than evaluating drop-out and throughput rates on assessed and examined formal courses.

3.11 ORGANISATIONAL AND COLLABORATIVE FRAMEWORKS

3.11.1 Introduction

Five major factors seem to contribute to the comparative success or failure of collaborative projects in the field of adult basic education :

- the choice of the main collaborating agencies and how that choice is made
- the functions to be undertaken by the collaborating agencies and the methods of sharing these functions
- the structures and processes developed by these agencies to make the project effective
- the experience, training and commitment of the personnel who will undertake the detailed work
- the financing and resourcing of the various functions involved in the project

These factors need to be considered in relation to four important scales :

- A geographical/political scale, according to whether the project is to be local, regional or national. Among the projects in the present report, for example, Canal Emploi is clearly a local project, based on the Belgian city of Liège; TPR Grenoble and Radio ECCA are regional projects; Danish for Adults and the CNEC courses in French for Adults are national.
- A scale of duration, according to whether the project is clearly limited in time or whether it is intended to be an ongoing project without any pre-determined end. For example, the various projects by OFRATEME in France and by its successor, CNDP, were clearly planned for a limited period, as was 'Erziehung ist nicht Kinderleicht' ('Parenthood is not child's play') in the Federal Republic of Germany and the BBC project for Adult Literacy in the United Kingdom; while Radio ECCA and the Centre National de Télé-Enseignement in France are both intended to be continuing services, with most of their courses being on offer from year to year.

*This section is an edited version of a report prepared for the Study by Mr. J. Robinson (formerly Education Secretary, BBC).

- A scale of motivation on the part of the collaborating agencies, according to how enthusiastic or how sceptical or reluctant they are to take part in the proposed project. The UK Adult Literacy Project, for example, had to discuss very fully and carefully with the local education authorities the problem of greatly increasing demand for local support and tuition that the Project would almost certainly create. Many local authorities were understandably anxious about their ability to meet this demand, particularly at a time of financial stringency; and enthusiasm was by no means universal at the beginning. There were also members of BBC staff who initially questioned whether such resources for one project were fully justified. In France it is clear that enthusiasm on the part of CNDP (the Centre National de Documentation Pédagogique) for taking part in multimedia projects including broadcasting has waned considerably during the last few years.
- A scale of experience, according to how much knowledge the collaborating agencies have of working with each other already. Zeitungskolleg was obviously tackling entirely new problems when it set out to collaborate with a large number of German newspapers, all with different editorial policies and different readerships, while the popular educational experiments in Portugal had problems of a more fundamental kind, because the whole education system had suffered so severely during a period of almost fifty years. That may be compared with the situation of the Open University Community Education courses in Britain, where there was already a well-proven partnership with BBC Education and a good deal of experience of working with voluntary bodies in the community.

3.11.2 The major factors

(i) The choice of the collaborating agencies

Clearly, if radio and/or television is to be central to a project, then a national or regional broadcasting organisation must be one of the major partners. This does not necessarily mean that broadcasting is the centre (a presumption that has led, not infrequently, to unhappy misunderstandings); but rather that broadcasting will be one of the central agencies.

Another main cooperating agency is likely to be a central source of educational resources. It may be a specialist centre operating on a national basis, such as the Centre National de Télé-Enseignement in France; it may be a national grant-aided institution, such as the Deutsches Institut für Fernstudien; it may be a specially created institution, such as the Open University in Britain or the Open School in the Netherlands; it may be the centre of a national voluntary association; it could be the broadcasting organisation itself.

Next will be needed two vitally important networks: a network of public provision of adult education and a network of voluntary bodies engaged in adult education. The way in which these networks are represented in the collaborative framework will become a crucial question for the project management to solve.

Another main collaborating partner may well be a network of specialist agencies or associations that have a special commitment to the purpose of the project. If, for example, the project is concerned with the long-term unemployed, then the bodies concerned with industrial re-training may need to be involved. If the project is concerned with rural depopulation, then the bodies concerned with land use and development will be involved. In other cases, it may be the health services or the social services, or community associations or ethnic minority associations.

Other valuable partners may be found among the national or local media: a national newspaper, a popular journal, community television or local radio. All of these media have on occasion given support to multimedia projects for popular education.

If we look at some well-known projects of recent years, we find that the blend of collaborating agencies shows a very consistent pattern. In Canal Emploi, for example, the major partners were the Cultural Centre of Sart Tilman, the University of Liège, Radio-Télévision Belge, the National Employment

Office, various voluntary organisations and trade unions, and the Ministry of Culture. In the Danish project 'A Better Life', the major partners were Danmarks Radio, the Danish Commitee for Health Education, social and health associations, and study circles through Denmark. In 'Erziehen ist nicht Kinderleicht' the partners were Norddeutscher Rundfunk and Hessischer Rundfunk, the Adolf-Grimme Institut and the German Folk High Schools. In the Netherlands Open School it has been the Open School Commission, the broadcasting organisations and the adult education centres and associations. In the UK Adult Literacy Project, it was the voluntary centres of adult education, the BBC, with support from local radio and the independent companies, the National Institute of Adult Education, the Adult Literacy Resource Agency and the local education authorities.

But it is not only the question of who the main partners are that is likely to influence the degree of success. Also very important is the why and how of their involvement. All potential partners are not all equally motivated. We have already noted that some of the UK local education authorities faced the Adult Literacy Project with a great deal of anxiety. Not all the adult education associations in the Netherlands were eagerly awaiting the Open School. The CNDP in France has not been wild about multimedia projects. Not all members of the BBC's senior management were keen to become involved with an Open University that was going to ask for a large allocation of airtime. Danish multimedia projects needed a fairly vigorous prod from the Minister of Education herself in 1975. And many people must have wondered how it was that the pioneer project of all in using television for basic education, the Italian Radio and Television project 'Non e mai troppo tarde', just came to an end in 1968 and was not followed by anything remotely similar. A well-informed view explains this fading away as the fact that the project had served its main purpose, to give Italian television an aura of social concern and to save it from public suspicion and mistrust. That is one theory only, of course; but with the other examples it illustrates the fact that involvement in projects of this kind may arise from a variety of reasons. And this variety includes many cases in which involvement has developed through genuine enthusiasm

and very often with a determined persistence that has not been deterred by early rebuffs or setbacks.

Another important question relating to the choice of the collaborating agencies is the question of who should generally take the initiative in starting the collaboration. The initiative can, of course, come from any of the potential partners. In most of the projects up to now, the initiative has come from the broadcasting organisation; but the projects in the present report show a much greater variety of initiative. This is a very encouraging development.

(ii) The functions to be undertaken and the sharing of the functions

When we come to the sharing of the teaching-learning functions, then the various projects begin to diverge in interesting ways. One fundamental issue is whether the learners need personal tuition or group meetings. If they do not, then the whole teaching responsibility rests on the broadcasts and the printed texts. In that case, encouraging the learners to come together may well be an additional bonus to their learning; but it can not be more than that if it is not described as essential. That has been the characteristic of all Open University courses in Britain, since it was a fundamental principle of the University's foundation that it should meet the need of adults who could not assemble for regular tuition, e.g. those in remote rural areas or those housebound by disability, or those who might find it difficult through changing hours of work.

The Adult Literacy Project was essentially the opposite. It was made very clear throughout the project that the television and radio programmes were not seeking to teach adults to read or write, but rather to encourage them and to give them confidence to seek tuition in their own neighbourhoods. The teaching-learning function, therefore, fell entirely on local adult education services, both through the local authorities and the voluntary organisations.

A number of projects have addressed television programmes both to family viewing and to study group viewing, so the programmes

were designed to stimulate discussion, either in family or in study circle. This has been true of Canal Emploi, which has also used the phone-in method to the television studio, so that discussion could take place within the programmes. It has been true of many projects concerned with adult education and community action, such as 'Learning for Life' in Denmark, 'Réflexion Faite' in France, Just the Job in Britain, 'Network' in Austria and 'Citizen's Rights' in Finland. And it has also been true of many parental education projects, (e.g.' Erziehen ist nicht Kinderleicht' in Germany).

An interesting project initiated by Bavarian Television and designed for viewers whose hearing is seriously impaired, with the title,'Sehen statt Hören' ('Seeing instead of hearing') deliberately encouraged involvement by letters to the programme and has used these letters in the design of later programmes. Similar methods have been used by other projects for the physically and mentally handicapped, such as 'Contact' (for the physically handicapped) and 'Let's Go' (for the mentally handicapped) in Britain In other similar cases, such correspondence has been encouraged, but has been taken on by another agency than the broadcasters.

It is clear, therefore, that various functions in a multimedia project can be undertaken by different agencies in a number of different ways; and the question of which activities are regarded as essential for the learner, which are optional and which may be regarded as alternative choices, is an early and basic question to be considered in any project. In general, during the past few years, multimedia projects have developed the practice of providing the learner with a choice of learning methods and have moved away from highly integrated systems, in which every part depends on another part. Multi-media systems such as the Open University, Telekolleg and TELEAC (Netherlands) have discovered that highly interdependent learning units make too much demand on even highly motivated students.

While discussing the range of functions, it is important to consider which partner(s) is(are) going to be responsible for

promoting and publicising the project, and how their efforts will be coordinated. As discussed in Section 3.10 above, it seems important to provide both a wide range of channels to encourage enrolment, as well as using channels which will get through to the specific audience in mind.

In conclusion, it is very important that the collaborating agencies should have early and full discussion of the range of functions they hope to provide and of how they will share these functions between them. It is vital that these questions should be fully discussed before any elaborate working structures are set up; for the omission of such discussion can lead to serious misunderstandings, which in turn can lead to lasting resentments and mistrust. Such mistrust will certainly damage the project in hand and may well hinder the future of any similar projects. This has been demonstrated on a number of occasions; and there should be no need for every new collaborative project to have to learn this lesson in the hardest way.

(iii) The structures and processes developed by the collaborating agencies

Once the relative functions have been broadly agreed, it is necessary to consider what structures and processes will make the project most effective. Again these will differ according to the nature of the project, the traditions of several collaborating agencies and the political, social and organisational environment in which they are working. The important thing is that the structure should be considered systematically, and not just allowed to develop haphazardly.

It is fairly certain that in every case there will need to be some central coordinating structure; but the precise form that takes appears to differ quite considerably. In the case of the Open University community education courses and of the Danish for Adults project, there is a central structure in three tiers: a steering committee, consisting of principal staff of the collaborating bodies and responsible for the broad policy and objectives of the project, a management committee of departmental heads, and a course team of the producers and writers and organisers who directly develop the

the learning materials and the learning support. In the case of the Open School and the UK Adult Literacy, the central network is equally functional, but less precise. The Open School has an Open School Commission, which represents the collaborating agencies and is charged to report on the progress of the project; so it has an evaluative as well as coordinating function. Then several working groups are centrally engaged with coordinating different aspects of the scheme. In the Adult Literacy Project there has been a central Resource Agency, charged mainly with the funding of local training, while the multimedia aspects were mainly coordinated by a pragmatic central team convened by the BBC producers. Other projects described in this report have had different precise forms of central coordination; but all have discovered that it is necessary to have some central coordinating machinery, which can be brought into action at short notice and which probably meets regularly anyway.

One of the mistakes that has been made in the past is that collaborating bodies have come together and have thought it was enough just to delegate the main functions to each other and then go away and get on with them in their own ways. But what has been discovered is that their own ways do not entirely harmonise and they have found themselves both out of key and out of tempo with the progress of their partners. They have had to learn that, if their collaboration is to produce a coherent learning system - not necessarily highly integrated, but at least in harmony - then it is not enough for the functions to be delegated; they have to be shared and compared on a regular basis. This means that some groups from all the agencies, and preferably at both management and working levels, must meet fairly often to view and review each others' progress.

So much for the central structure. When it comes to extending the project into local action, then it moves into an entirely new dimension. The task of preparing local services to provide local tuition and support is a Herculean one, as the problems of regular information and coordination at the local level nearly always prove greater than expected. And, if the

scheme involves some referral service between the national media and the local services, then the organisation of this referral service becomes a very large operation indeed. It was certainly a major task for Westward Television in one fairly large region of England; and it meant extensive consultation with the employment services in that region, the recruitment of a large team of voluntary counsellors, and the appointment of special staff to deal constructively with all the enquiries. It was also a major task for the Danish for Adults project. For the Adult Literacy Project in Britain, the BBC sought finance from educational and charitable foundations and created an Adult Literacy Support Services Fund, to pay for the central establishment of a telephone enquiry and referral service. This employed a full-time staff of 14 at the telephone switchboard and to process the enquiries received. Every one of the 150 local education authorities in the United Kingdom appointed an Adult Literacy Referral Officer, who took over responsibility for the enquiries referred to that area and made confidential contact with the enquirer. The British Government allocated three million pounds over three years to set up the Adult Literacy Resource Agency, to support the whole project by information and local training schemes. What had started as the realization of an urgent social need became a major new sector in the whole provision of adult education. The commitment certainly ran into many thousands of pounds and into many thousands of hours of both paid and voluntary work.

It may be argued that distance teaching, by its very name, should not require all these local services; but that raises a central paradox within the idea of distance teaching. It is not really the fact that the communication is 'distant' that makes the new methods of correspondence tuition linked with broadcasting so significant in their potential value. It is rather the fact that these methods can break down the real 'distance' that has deterred most people from continuing their education in any systematic way: the distance of alienation from what they think of as 'education'. The new methods do this by reaching people in the non-formal atmosphere of their own homes and by offering them a communication that is

both individual and informal. This attracts many people who have not been interested in traditional forms of adult education, because they are not required to reveal their supposed ignorance or lack of skill in front of other people and in the presence of a formal teacher. But many of them do need, and many of them consciously want, some personal and local support. And that is why local support services are usually necessary for any learning scheme that is to be more than either another minority service or just a popular 'flash in the pan'.

(iv) The experience, training and commitment of the necessary personnel

This leads naturally to the question of what kind of people are needed to make such projects successful and what kind of training they should have.

At the core of the project, there will certainly need to be a small but committed number of planners, organisers and course designers who are giving major attention to the project. The management planners will probably not be full-time on the project, though that will depend on the nature of the whole organisation. At the level of creation of the project learning materials, it is most desirable that the members of the course team should be devoting all their working time to the project.

This central course team must also have an essential range of skills: in the understanding of adult learning, in communication skills (visually, orally and in writing), in social animation and in organisational management including the management of resources. They must be people who are enthusiastic about the project and able to commit the resources of their organisation to seeing it through. They are likely to come from different organisations and different backgrounds, so they will also need a high degree of flexibility and tolerance, to enable them to work as a harmonious team. The projects described in this report all had people of this kind who were willing to devote a high level of commitment and to adapt and devote their particular skills to its success. The way in which this

central team works in detail will inevitably differ from one project to another, as we showed in section 3.9 above.

Then almost certainly there will need to be some full-time staff at the regional and local level, according to the total resources of the project. This staff will certainly need experience of adult learning problems, so they are likely to come from the field of adult education; but their minds must be open to the potential of the new learning media and they must have organisational skills as well. These full-time staff members may not need special training - they might well resent any suggestion that they do! - so their preparation can probably be achieved through a series of consultative conferences and informal meetings. This is broadly the way in which both Open University and Open School have worked.

In addition to the necessary full-time staff, there will be many people working part-time on the project, either as part of their full-time work or appointed on a part-time basis. It is equally important that they are also enthusiastic about the project, because otherwise they are probably in the best position to strangle it at birth. Wherever possible they should be given some training because success will depend very much upon them (see section 3.8 above). Most of the reported projects describe at least some informal training, by bringing these part-time staff together, to discuss the aims and objectives of the project. In the case of particular skills, such as literacy and language teaching, these probably require some adaptation from related experience e.g. language teachers in schools now teaching adults in the evenings and making the best use of media materials. This kind of training was certainly provided for Danish for Adults, when used in local study groups, and also for adult literacy groups in Britain. Other projects have provided their own appropriate local training, as in the case of the local teachers used by Radio ECCA, the correspondence tutors of CNTE and the group teachers of TPR and Canal Emploi. In all these cases, the part-time teachers are brought together as much as possible, so that they genuinely feel part of the project as a whole.

There will of course be many volunteers at the local level whether as volunteer tutors or as study-circle leaders or as group or individual counsellors. It needs to be recognised that not everyone who volunteers may be really suitable to work in the project - or at least not in the capacity for which they volunteer. Techniques will need to be generally agreed for the selection of volunteers and for the courteous explanation to those who are not accepted or who are encouraged to take on a different role. It is very disturbing when volunteers discover that different standards are used in different places. Most of the volunteers accepted will welcome the opportunity of some basic training and this should be provided wherever possible. Some of the training can itself be provided through the media used for the learning project. Both radio and printed guides have been used in many projects.

It is probably not too much to say that the quality and commitment of the staff working at all levels of the project will be the major determinant of its degree of success.

(v) The financing and resourcing of the various functions

It is obviously important that any project of the kind we are concerned with should have at least a reasonable assurance that the necessary funds and recources will be available for a reasonable period ahead. To demand any more would mean that some projects would never start at all; and some do indeed have to start mainly on trust that resources will be forthcoming. But it is quite unreasonable to expect too big a leap into too much darkness - if only because the principal losers are likely to be the potential beneficiaries.

The usual practice in collaborative projects is that each agency pays for the services it provides; so that most of the payment is in fact made in kind. This is certainly true of most of the projects in this report. The exception occurs when there is already an 'umbrella' institution providing learning opportunities, such as the Open University or the

Open School or CNTE or Radio ECCA. In those cases special funding may be provided by a government department or a voluntary association. Otherwise it is generally a case of "from each partner, according to his means".

What is most important once again is to avoid all mutual recriminations among the collaborating bodies, such as: 'We are putting all this effort into organising the use of your programmes and you won't even give us some video-recordings to use'; or 'We are making all these programmes for you and you expect to be paid if we film in your buildings'. Arguments of this kind can get a project hopelessly entangled.

At the same time, it is clearly important for each partner to have as clear an idea as possible of the expenditure both in money and in other resources that it is likely to incur in the course of the project and what is the assumed ongoing commitment. It is not insignificant that the Open University and the BBC have a carefully worded legal agreement to cover these important questions.

3.12 COSTS

Earlier in this Report (section 2.2) we mentioned an argument for the use of distance and multi-media methods which is based on the assumption that unit costs (per participant) can be significantly lower than those associated with conventional provision. In making this assumption, conventional provision is defined as labour-intensive group teaching (e.g. classroom-based), and it is taken for granted that one is talking about large numbers of participants in a regional or national scheme. However, this is a very simplistic argument, for a number of reasons :

- in a very few cases, in reality, is it possible or sensible to draw this type of comparision i.e. between the costs of providing for the needs of a given number of participants either through multi-media/distance education methods exclusively or through conventional classes exclusively. In the field of basic education for adults, as was pointed out in section 3.4 above, face-to-face tuition of various forms plays a very important part in many multi-media projects, possibly much more so than in distance education projects aimed at higher educational levels and less disadvantaged audiences

- in many cases, use of outreach methods and distance teaching is the only way of reaching certain categories of the particular groups concerned; the Danish for Adults course is particularly interesting in this respect, as it provides three options for intending learners: classroom-based provision, distance teaching plus classroom tuition, and a 'self-service' distance learning course. Each option presumably caters to different sub-groups of the target population. This experience makes one wary about polarising the question of cost-effectiveness with an either/or argument: it is evident that different methods and combinations of methods are effective in different circumstances and for different groups.
- there are certain functions or tasks which can perhaps only be carried out at all effectively through the use of the mass media: one thinks here of the influence of radio, television, and the press in publicising a project, raising levels of awareness, and encouraging recruitment of participants; initial costs of such campaigns can be high, yet if they result in large numbers of participants being recruited into a project, then they have a potential beneficial effect in reducing unit costs when a significant part of subsequent teaching is based on the use of centrally produced learning materials.
- the cost values of the various components in a given project depend on such a variety of factors. These include the level of sophistication and development of the materials, their production costs (e.g. television programmes are estimated in general as costing at least ten times as much money to produce as radio programmes), the extensiveness of piloting, the numbers of face-to-face teaching/counselling staff involved at local level and whether they are paid or are volunteers, the administrative and other overhead functions of the project, and so on.
- measures of effectiveness, especially for functional, non-examined courses aimed at achieving personally set objectives (e.g. Adult Literacy Campaign) can be difficult to establish, as there can be no 'standardised' criteria for successful achievement of such objectives.
- sources of funding for adult education projects vary, and can influence costs of a project and the way in which these costs are expressed; different budgetary methods may be used for calculating

and apportioning costs depending on whether there is income from student fees, from sales of materials, from public tax revenue, or from charitable and voluntary organisations.

- finally, there is the question of the basis on which costs are calculated, a particularly important issue as far as broadcasting is concerned, for example. In producing and transmitting radio and television programmes, it makes an enormous difference whether changes made are based on marginal costs or total costs. Furthermore, again considering broadcasting, costs have different significance in an organisation which has an obligation or an expectation to transmit educational material to one which has no such tradition. Again, the costs involved in setting up and running a specific project, and the way in which they are calculated, will depend on whether the project is an ongoing one which is part of an existing institution's 'profile' of courses (e.g. the case of ECCA or the UKOU), or whether it is a "one-off" campaign (e.g. Just the Job).

In collecting information for this Report, it has not proved possible to obtain accurate cost data for each of the projects included as case studies. Given the points made above, this is hardly surprising. Data is certainly available for some of the cost elements of certain projects. However, there is little to be gained from comparing figures which are calculated on different assumptions, and which are directed towards outputs which are measured in different ways. For example, it is instructive to compare the two extracts given below, the first from the Radio ECCA case-study, the second from the UK Adult Literacy Campaign study :

Radio ECCA :

"ECCA's resources emanate from two sources :

1) subsidies and state or institutional aid, and

2) student fees.

In 1979 the latter accounted for 53.54% of the total income of the station. 42.96% was derived from the Ministry of Education and Science and from subsidies from other organisations, the Ministry of Culture, regional bodies and private persons. It is to be hoped that external funding will be increased so that students' fees may be maintained at the present level or even reduced. Total costs (123,353,473.47 pesetas in 1979) were

more than met from the total income of 127,186,273.90 pesetas; there was even a small surplus for investment and improvements."

Adult Literacy Campaign :

"Taking into account estimated Local Educational Authority Expenditure, and the expenditure of the Manpower Services Commission, it is probable that some £7 million were spent on adult literacy in the period 1975/78 and since 1978 at least a further two million, making a total of some £9 million by 1980/81 for England and Wales alone. To these figures, we must add expenditure for Scotland and Northern Ireland. They must dispel the notion that a service staffed mainly by volunteers can be laid on for little cost.

But looked at in another way the above figures show an average annual cost - including broadcasting, ALU, LEAs and voluntary bodies - of approximately £1.8 millions in toto. In 1979/80 there were 37,356 students registered in England and Wales. This means that for each registered student the annual cost is less than £50 and in that figure no allowance is made for the educational spin-off for the general public and for the volunteer tutors, whose own learning - about the nature of literacy, about the demands of our society, about the effects of educational disadvantage, and about the life-styles of people from different milieux - is in the eyes of some observers one of the most notable achievements of the whole literacy project. Indeed, if one classes the volunteers as learners too, then the £1.8 millions provided valuable education for over 110,000 participants in 1979/80 and the annual per capita cost comes down to £16. We would argue that there are no other sectors of education that can show cost-effectiveness of that order."

Radio ECCA is a single institution, with total control over all elements of its teaching system, and readily measurable income and expenditure. It is also able to quantify outputs in terms of numbers of students achieving particular standards - as measured by examinations - on particular courses. The Director of Radio ECCA estimates that the cost of producing 'graduates' from the basic

education programme using ECCA's system, is about one-seventh of the cost that would be incurred were traditional classroom based methods used for the same target population. The much higher costs of conventional provision would be attributable to the far higher teachers' overall salary bill in a labour intensive system, and the costs of the associated infrastructure that would be needed. Thus Radio ECCA's case represents perhaps an exception to the reservation expressed above about making cost comparisons between 'conventional' and 'distance' teaching systems.

The case of the Adult Literacy Campaign is quite different, however. A multiplicity of funding sources are involved, some of which (e.g. Local Authority expenditure) are difficult to estimate with accuracy. Volunteers formed a large part of the teaching force, yet use of volunteers does imply significant costs (training, travel, materials, administration etc). Some local authorities are now charging fees to students for tuition - this may lead to disaffection amongst volunteers, who could object to providing their services free when participants are being charged fees. The 'outputs' of the Adult Literacy Campaign are far more difficult to quantify than for Radio ECCA, as there is no formal testing of participants' progress - this would be impossible to do on a standardised basis as specific learning goals are individual to each participant. And how does one quantify the general 'educational spin-off' of the broadcasts and other activities on the public at large?

Despite the problems involved, it would seem worthwhile to devise a standard basis on which costs can be compared across different projects. This would be a useful element in providing help to decision-makers in planning new projects in this field. One possible approach might be to identify some 'typical' models of provision in terms of the range of components used, and then try to cost each component on a standard basis. An analysis along such lines would also need to be linked to more systematic attempts at evaluation of outputs, however, if measures of cost-effectiveness were also to be attempted.

3.13 EVALUATION : APPROACHES AND METHODS

As the case studies have demonstrated, evaluation has a crucial role to play in the operation of mass-media supported courses in the field of basic education for adults. Taken together evaluative methods and procedures serve to :

(1) ensure the quality of the learning materials. In a number of cases e.g. the television programmes and printed materials for the Adult Literacy Campaign (U.K.) the newspaper articles produced by Zeitungskolleg, the pre-training scheme of CNEC (Toulouse), pretesting/developmental testing has led to considerable changes in the style and format of the learning materials. In other cases, in addition to pre-testing, designated staff in the project team are expressly concerned with the question of quality control when the course is in the production phase e.g. OU Community Education courses.

(2) assess the effectiveness of the various components of the course in use. Feedback as a means of course improvement figures most prominently perhaps in Radio ECCA's system where radio lessons are re-made, and some course materials reprinted, every year in the light of information flowing back from students and tutors. Other systems also value student and tutor feedback and, given the resources, use the data for making changes. It was this kind of feedback, for example, which resulted in the remaking of the eighteen instructional television programmes in the Danish for Adults course and in changing the emphasis of the supporting course books.

(3) check whether or not the target population as specified in the course objectives is being reached. This involves basic information gathering of a statistical kind about the student profile e.g. age/sex/occupation/previous education experience of the students enrolled, the frequency with which they use the contributing media e.g. TV/radio/tutors/counsellors/local study circles, the drop-out/retention rates and where appropriate the success rate in externally validated examinations. Procedures designed to do this include : questionnaires, interviews, group observation, diaries, analyses of statistical evidence.

(4) test the effectiveness of the collaboration/partnership of the contributing agencies. By definition mass-media type projects involve the bringing together of skilled personnel (often used to operating with considerable autonomy) from different specialist areas e.g. broadcasting, writing, teaching, counselling. Effective management structures and course production strategies need to be devised in order to maximise the pooled expertise. One way of assessing the effectiveness of

the collaborative framework is to consider the perceptions of the participants involved, a procedure which was used to some purpose in the Danish for Adults project and the Adult Literacy Campaign (UK). Another is to permit an outside agency to make an external assessment, as in the case of Just the Job (though here there was conflict of opinion on some issues between external assessors and internal participants). Comparisons of line management structures and course production strategies between different projects can provide a further perspective.

The objectives and evaluative procedures summarized in the four points above do not draw a distinction between 'academic' and 'basic' distance education multi-media programmes. To the extent that a number of basic adult education courses under review (e.g. Radio ECCA, CNEC Toulouse, and Danish for Adults) offer school-equivalent certification, they can be evaluated, in some respects, in terms of success/failure rates derived from quantifiable statistical data readily available. But to consider basic education for adults solely in quantifiable terms geared to external examination performance is to conceive of the subject in a narrow and inappropriate way. A major objective in a number of the case-studies e.g. Canal Emploi, FUNOC, Just the Job , Télé-Promotion Rurale, is to raise the levels of awareness of unemployed and disadvantaged sections of the community so that such groups can better understand the social, economic and political shaping of their lives. By extension this calls for active participation of the target population in defining their needs and in generating collective initiatives/programmes/action to meet these needs. Features such as these are, by their very nature, difficult to evaluate. What value, for example, accrues to young farmers who write, act and produce their own television programme about their own community situation (TPR, Grenoble). What does it mean to an individual who begins to take control of his own destiny through learning how to read and write? (Adult Literacy Campaign, UK). Is it possible to isolate the variables which raise the morale/understanding/self-confidence of the unemployed? (Canal Emploi). Qualitative responses to questions of this kind may well tell us more about basic education for adults than

statistical analyses of data. Clearly there is a need for more research and evaluation into such aspects and we will return to this question later. For the moment it is worth highlighting certain findings from three projects i.e. Danish for Adults, the British Adult Literacy Campaign, and Just the Job, where systematic evaluation has been carried out :

1) combinations of broadcasting, printed materials and local support can be effectively brought together for the purpose of basic education for adults.
2) projects in the field of adult basic education can have a widespread influence on the public mind about a particular form of social/educational problem.
3) a national or regional multi-media enterprise can be created in which the personal needs and circumstances of the individual student can be considered, respected, and utilized.
4) the recognition of the student's right to specify individual objectives and to proceed at an individual pace makes evaluation in conventional terms of success/failure inappropriate. The corollary of this is that traditional educational evaluation methods may simply not be suitable for assessing programmes in the field of basic education for adults.

4. A CHECKLIST OF IMPORTANT POINTS CONCERNING THE USE OF MULTI-MEDIA METHODS FOR ADULT BASIC EDUCATION

The previous section of this Report, although it included prescriptive elements, was essentially a discussion of some of the main themes arising from our analysis of the various case-study projects. Based on this discussion, we include in this section, in very summary form, a list of points which would seem to be of major importance in designing multi-media projects for adult basic education.

General Points

(1) Adult basic education projects - particularly functional projects - aimed at disadvantaged groups, should help create conditions which encourage participants to help themselves, to become autonomous, and to take on responsibility for thier own situations.

(2) Programmes should be of immediate relevance in terms of objectives, style, content and approach to the real problems, situations, and needs of the participants; they should provide the information, knowledge, and skills needed to bring about concrete changes in the situation of the disadvantaged individuals, communities, and groups in question; aims should be clearly defined and communicated.

(3) Key questions which need answering at the early stages of planning a new project, the answers to which will considerably influence the project design, include the following :

- will the primary learning mode be through self-study or through face-to-face tuition on a group/individual basis (i.e. will it be a media-based project or a media-supported project)?
- will the project encompass variants in learning methods (e.g. an independent study option, a distance learning option, a class-based option)?
- what will be the primary result or output of the project (achievement of personally set, functional, objectives, delivery of a diploma or certificate, actions at community/ local level to improve or change a given situation)?
- will the project include elements designed specifically to favour the disadvantaged groups and individuals who do not spontaneously take up adult education provision?

(4) New projects should extend and build on existing provision, and use the experiences of those already working with members of the target groups.

Needs Analysis

(5) Functional basic education programmes should where feasible be designed in terms of real-life situations and issues (e.g. finding employment, organising a tenants' association, managing a household budget) rather than in terms of basic "disciplines" such as literacy, numeracy, economics, etc.

(6) Educationally disadvantaged groups and individuals do not generally articulate their objective needs for educational resources; objective needs must generally be determined through an analysis of problem situations, and through discussion of subjective needs with eventual participants and with appropriate 'intermediaries' (teachers, social workers, etc).

(7) Provision of an educational resource that is relevant to subjective needs, and which is able to meet objective needs, if publicised through appropriate channels, will stimulate a demand.

Media and Methods

(8) Multi-media education projects - whether functional or examination-orientated - should exploit to the maximum the popular communication styles of radio, television and the press, thus removing possible psychological barriers to access.

(9) Participation levels in multi-media programmes will be enhanced if :
- the procedures for enquiry and enrolment are as simple as possible (e.g. telephone referral, a "drop-in" shop)
- the provision itself is as flexible as possible in terms of timing, location, pace and methods of learning
- there is redundancy amongst the different elements in the project i.e. a participant who misses a broadcast or a tutorial class can obtain the information needed through another channel - for example, a printed self-teaching text.
- very close integration between the different media used, (leading to an imposition of a relatively rigid study sequence) is avoided.

(10) In designing a project, clear functions should be assigned to each medium and these functions will include : publicity, awareness-raising, recruitment, instruction, resolving learning problems, providing feedback, and so on; each of these functions should be consciously assigned to one or more of the media used : face-to-face tuition/counselling, broadcasts, print materials, telephone referral, etc.

(11) In publicising a new project, and in encouraging recruitment, as wide a range as possible of information channels should be used : broadcasts, press, posters, personal and institutional contacts, leaflets, etc; specific information channels (e.g. particular radio or TV programmes and broadcast times, specialist newspapers/magazines) should be used to get through to specific sub-groups of the target population.

(12) Multi-media basic education programmes intended to reach educationally disadvantaged groups will need, for many members of such groups, to place a strong reliance on face-to-face tuition and counselling in both group and individual situations, with the media probably playing a supporting role.

(13) Recruitment and training of staff to work at local level is of major importance in any multi-media project aimed at disadvantaged groups; development of specific skills in working with adults in the following situations is required :
- pre-enrolment counselling
- group counselling during the course/project
- one-to-one tuition
- group tuition
- group leadership and 'animation'

(14) Distance learning methods based essentially on home-based, independent study, with minimal tuition and group work, will on the whole only be appropriate for individuals who are strongly motivated to study independently and have previous successful experience of learning at a distance. Educationally disadvantaged groups and individuals will in all likelihood need some form of guidance, preparation and support before embarking on a distance learning prgoramme.

Materials

(15) Learning materials suitable for adults in skills such as numeracy and literacy will need to be developed from scratch, as few suitable materials exist in these areas, and those used at school level are not appropriate for mature students.

(16) Centrally produced materials (broadcasts, print materials) should be designed for flexible use in a variety of situations ranging from independent, home-based, learning to supported group study.

(17) Learning materials for basic education programmes should be extensively piloted, both with representative members of the target group, and with adult educators familiar with their needs, before they are finalised.

(18) Procedures for obtaining feedback on a regular basis from participants and local animateurs and tutors on the quality and effectiveness of centrally produced print and broadcast materials should be built into the design of any multi-media project; likewise resources should be allocated for revision and up-dating of materials in the light of this feedback.

Working Methods

(19) A team structure, with close working relationships between members with different specialist skills, is generally the most appropriate one for the creation and production of multi-media materials; where feasible, every effort should be made to involve eventual project participants (learners and tutors/animateurs) in the process of materials creation.

(20) To be effective, adult basic education programmes will generally need to involve a whole range of partners and agencies, both central and local, educational and non-educational. Working methods should ensure good contacts between all such partners, and a consistent overall control of the educational process, so as to minimise dangers of over-professionalisation or even commercialisation.

(21) Projects which involve collaboration between a number of different agencies in preparing materials and in providing local publicity and support, should be based on a clear allocation of functions, responsibilities, and resources between the different partners; regular opportunities for monitoring and comparing progress need to be built into the project brief. Centrally planned projects using central resources (such as broadcasting), which will create an increased demand for provision at local level (such as evening classes) should be planned from the start in close collaboration with the organisations and authorities responsible for local provision; extreme care should be given to time scheduling which will ensure the necessary meshing of local and central provision when the project starts, as the time-scales for obtaining decisions on resource allocations may vary widely between one agency and another.

Evaluation

(22) Projects which do not have automatic monitoring of learners' progress through assessment/examination procedures should include in their design, procedures for monitoring participants' progress in other ways, to enable participation and drop-out rates to be ascertained.

(23) In designing new projects, every effort should be made to keep a record of the actual costs of each element and component in the project, regardless of the source of finance involved; standard procedures for describing, analysing, and projecting costs should be devised.

(24) Project evaluation should be a continuing process going from the initial planning phase to the implementation phase, and should include both qualitative and quantitative elements.

(25) Evaluation procedures for assessing the effectiveness of the various components of the project should be incorporated into the design of any new multi-media project; particular care should be given to devising methods for evaluating the effectiveness of non-assessed, functional projects where participants have the possibility of setting their own learning objectives and levels of participation.

5. RECOMMENDATIONS FOR ACTIONS AT A COMMUNITY LEVEL

5.1 INTRODUCTION

It can be difficult to make proposals for action at a European level when national cultures, needs, and educational systems are so different. On the other hand, in the earlier sections of this Report, we have touched on a number of areas where common problems and pre-occupations seem to exist. If the EEC wishes to promote the use of multi-media and distance education methods for adult basic education in the member States, then action needs to be undertaken at a number of different levels : political, economic, and methodological. We can only make suggestions at the methodological level, i.e. with a view to proposing actions to help in the development and improvement of distance learning and multi-media methods for adult basic education. If these suggestions were to be implemented, they could be of great help in providing the necessary information and experience on which to base future actions at the level of policy formation.

However, although this Report is mainly concerned with technical and methodological issues, it is evident that many of us involved in its preparation have a collective view on political and economic priorities which need to be addressed by the EEC in the use of particular methodologies and techniques. Two such priorities have been clearly emphasised in our group discussions and meetings, and we must stress these before going on to discuss our specific technical recommendations.

The first priority is unemployment. In the current member States of the EEC, total numbers on official unemployment registers are approaching 9 million at the present time. The true figure - i.e. including those not formally registered as unemployed - and those who are 'under-employed' - is probably very much higher. Even though figures of this scale represent a relatively favourable situation if compared with most other regions of the world (e.g. Asia, Africa, Latin America), they are nevertheless indicative of a rapidly worsening economic and social crisis within the European region relative to the recent past. The population most severely affected by unemployment is, in large measure, made up of individuals with a poor educational background, with already limited financial means, and for whom access to conventional educational and training provision is problematic. Levels of unemployment amongst both school-leavers and previously employed adults are increasing

throughout Europe : this is a common problem to which the EEC must direct priority attention in any actions to promote adult basic education provision in member States.

The second priority area which has emerged from our discussions - which is also a common issue across all member States of the EEC - concerns the needs of immigrant communities and migrant workers and their families. This is not unrelated to the first, in that unemployment rates tend to be higher amongst many immigrant communities than in the host community. Needs for adult basic education are great in those groups, and we believe that the EEC should develop and enhance its current efforts to promote the allocation of resources to the educational and social needs of immigrants and immigrant communities within member States. The mass media have an important role to play here, as has been indicated in earlier reports and documents prepared under the Commission's auspices (e.g. Robinson, 1978b) and by Council Resolutions in February and December of 1976.

Actions at national level need to be promoted in most member States in both these areas, and on two fronts :

- basic educational provision for the specific target groups (urban unemployed, rural unemployed, immigrant communities, migrant workers, etc.)
- a related provision - particularly through the mass media and other popular communication channels - aimed at the community at large (e.g. promoting changes of attitude towards unemployment and towards immigrants).

The specific proposals contained in the remainder of this section for mechanisms at Community level to promote the use of mass media and related methods for adult basic education should be placed in the context of these two particularly important priorities. Other priority and target groups (e.g. those listed in section 1 of this report) should not, however, be ignored.

5.2 GENERAL MECHANISMS AT COMMUNITY LEVEL

There are, in theory, seven broad mechanisms through which help could be provided on a European level, namely through promotion of :

- collection and dissemination of information
- research and investigation activities

- exchanges and meetings of staff
- the provision of specialist advice (e.g. to new projects)
- the sharing and adaptation of materials
- the co-production of materials
- pilot projects

These various modes of inter-action build on each other to some extent, and in general represent increasing levels of involvement (and costs) as one goes from information collection and dissemination to the promotion of pilot projects.

The nine specific recommendations made at our meeting in Brussels on May 5th and 6th 1981 are numbered sequentially under the above headings in the remainder of this section. It is proposed that they be considered for inclusion in the Action Programme of the Directorate-General for Employment and Social Affairs.

5.3 INFORMATION COLLECTION AND DISSEMINATION

In undertaking this study, it has been possible to make a start on the collection of information on multi-media methods for adult basic education. Some dissemination activities, on a limited scale, have been carried out or are being planned (copies of the case-studies are made available on request, and Croom Helm will be publishing a book based on this Study in 1982).

However, much more than this needs to be done if the information issue is to be realistically tackled within Europe. It was pointed out in one of our group discussions that it is easier and far less costly and time-consuming to obtain, from a given European country, information on projects in North America (e.g. via ERIC) than it is to obtain data on projects in neighbouring European countries.

Therefore, it is recommended that :

(i) Information on adult basic education projects in Europe be collected on a regular basis, and to a standard format

The information should cover at least the following categories :

- standard and regularly up-dated descriptions of specific projects and initiatives
- a collection of exemplary materials (print and audio-visual) drawn from national projects

- studies of developments and overall provision in each country, on a standard basis
- a regularly up-dated list of practitioners working in this field, which can provide the basis for a network of 'experts'.

(ii) Information in the categories listed above be disseminated in all the languages of the enlarged Community through existing educational information services (e.g. EUDISED, EURYDICE) as these develop.

It is proposed that a start be made immediately here by translation and dissemination of this Report and of the associated case-studies.

5.4 RESEARCH AND INVESTIGATION ACTIVITIES

A number of areas were deemed to be sufficiently important and of sufficient general concern, to justify the promotion of specific research/investigation projects. These areas include :

- evaluation methods suitable for basic education, especially in the field of functional education
- cost analysis and projection methods appropriate to distance/multi-media projects
- analysis of the most effective uses of radio, print, and television for adult basic education, based on experience drawn from specific projects
- the relationship between adult basic education needs and provision, and requirements for entry into vocational training programmes.

Therefore, we recommend that :

(iii) Funds be allocated for the execution of research studies in the four priority areas listed above

It might be possible, for any one of these four topics, to plan a research/investigation project which could be carried out by a group comprised of competent staff from a number of projects in different countries of the Community. For this mechanism to work, funds would be needed to release such people for appropriate periods of time to do the work, and to cover costs of necessary travel and meetings.

5.5. EXCHANGES AND MEETINGS OF STAFF

Mechanisms already exist within the Commission for promoting meetings and for facilitating study visits and staff exchanges between education projects in the different European countries. However, it seems evident from our experience that there has been little contact to date (except as a result of rare personal initiatives) between staff working in the adult basic education field in Europe. Much of the existing exchange flows seem to be between people working in the formal education sector, or between those in specific professional sectors such as broadcasting.

Therefore, we recommend that :

(iv) A specific provision be made for exchanges, study visits, and meetings, for practitioners and policy-makers in the field of adult basic education

The provision should include funds for regular meetings/ conferences to discuss the 'state of the art' and exchange experiences, as well as for individual study visits and staff exchanges between projects.

5.6 PROVISION OF SPECIALIST ADVICE

For staff starting up new projects it could well be valuable and appropriate to try to obtain advice from relevant specialists who have already gained experience on comparable projects in their own countries. Mechanisms for providing such advice and assistance could include :

- visits to projects
- workshops, seminars, or even more formal training
- consultancies

Promotion of such mechanisms would be relatively straightforward : a short directory or register of competent national 'experts' and their specialist fields of interest and experience would be a useful facilitator, and could be prepared fairly easily {see Recommendation (i) above}

Two specific recommendations in this context were made by participants in this Study :

(v) that the Commission promote the use of small international advisory groups to help in the planning of new national projects

Membership of such groups or teams would be drawn from amongst the proposed 'network' of practitioners, and selected by the national planners involved in designing new projects.

(vi) that the Commission consider means of providing resources for training workshops for staff involved in adult basic education programmes, aimed at transmitting the best and most relevant aspects of experience from national projects
One specific area proposed for workshop treatment was the training of trainers, tutors, and animateurs involved in media-supported basic education projects.

5.7 SHARING AND ADAPTATION OF MATERIALS

There may be instances when learning materials prepared in one country or region might be suitable after adaptation (and where necessary, translation) for use in another country or region. In many of the projects summarised in the case-studies for this Report, mention was made of the lack of suitable basic materials for adults in fields such as literacy and numeracy teaching. However, some projects (e.g. the Adult Literacy Campaign, the 'Make it Count' project in the UK) have developed extremely good materials in these areas. It may be that such materials - or at least some of the ideas and techniques used in them - could be suitably adapted for use in other contexts and countries. A prerequisite for this to happen would be a centralised collection of materials (as proposed in Recommendation (i) above) which could be available for consultation.

Discussion in this area centred around common needs and content areas relevant to a range of different European countries (e.g. numeracy, adjustment to long-term unemployment), and was linked with discussion of co-production (see 5.8 below).

It was recommended that :

(vii) The Commission mount a project to assess the feasibility of adaptation and/or co-production of a flexible series of modules in a given common content area of interest to two or more countries, in cooperation with national experts.

5.8 CO-PRODUCTION OF MATERIALS

As implied in Recommendation (vii) above, there may occasionally be instances where co-production of some learning and training materials makes economic and pedagogic sense. However, the risks are great in enterprises of this sort, even between say, two projects in the same country, let alone co-production on an international basis. Nevertheless, during our discussions, successful examples of international co-planning of productions drawn from Scandinavian experience were cited, and it was recommended that :

(viii) The Commission help identify a specific area of common interest (again, 'preparation for living without employment' was cited) and provide resources for a 2-3 week co-planning workshop involving practitioners from the different countries interested in such a scheme

Following the workshops, specific national materials would then be developed by national teams on the common theme.

5.9 PILOT PROJECTS

The Commission could help to finance specific aspects of pilot or experimental projects in member States. If maximum benefit at a Community (as opposed to national) level is to be gained from such funding, then presumably it should be linked to action research in key areas of concern, such as those listed in 5.4 above.

It is understood that EEC funds for pilot projects in this field may be limited, and that priority content/action areas would need to be defined. As already stated, it has emerged strongly in our discussions throughout this study that the unemployed, and members of immigrant/migrant communities represent high priority target groups. It was hence recommended that :

(ix) The Commission, in collaboration with the European Social Fund, provide finance and subsidies for pilot projects in selected regions of the Community concerned with basic education for the members of disadvantaged unemployed groups, and immigrant communities.

6. CONCLUSION

Whichever, if any, of the above nine recommendations are eventually adopted we would stress in conclusion the particular significance of promoting collaboration in the use of multi-media methods for adult basic education :

- these methods can be effective, as a number of national projects have demonstrated
- too little has been done in the past in the field of basic education for adults
- increasing evidence of deficiencies in school systems, combined with increasing levels of unemployment, make it imperative to promote facilities for the young unemployed and other risk groups in the Community
- needs for basic education amongst the adult population of the southern European States (Italy, Spain, Portugal, Greece) as measured by adult illiteracy levels, are high
- there is a dearth both of suitable materials (e.g. for adult literacy and numeracy programmes) and of experience in using multi-media methods for basic education.

Anything that can be done, even on a limited basis, to promote exchanges of ideas, expertise, and materials, and to help finance new and existing projects in priority areas (such as for the unemployed) will surely be valuable.

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THE EUROPEAN EXPERIENCE OF THE USE OF MASS MEDIA AND DISTANCE METHODS FOR ADULT BASIC EDUCATION

VOLUME II : APPENDICES

by

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The Open University
Distance Education Research Group

June 1981

Corrected reprint March 1982

IR010751

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THE MASS MEDIA AND DISTANCE TEACHING FOR BASIC ADULT EDUCATION IN EUROPE

A Study for the Commission of the European Communities

APPENDIX 1 : SUMMARIES OF CASE STUDIES OF ADULT BASIC EDUCATION PROJECTS

This appendix contains summaries of the twelve projects for which case-studies have been prepared as part of this Study. The criteria used to select these particular projects are discussed in Section 2.3.2 of the main Report.

Copies of the full case-studies can be obtained from the Distance Education Research Group, Open University, at the address above.

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CANAL-EMPLOI, LIEGE, BELGIUM

Origins and Objectives

This experimental, localised, project originated from the discussions of a working group of staff from the University of Liège and representatives of a number of voluntary organisations, set up in 1977. The project is primarily aimed at unemployed adults in the Liège area, reaching this group through two principal elements:

- weekly television programmes on cable-TV
- face-to-face workshops with specific groups

The experimental phase of Canal-Emploi's activities ran from September 1978 to the end of 1980, with the following principal objectives assigned to it:

i) to develop amongst the unemployed a consciousness of their particular situation and problems

ii) to re-establish channels of communication between the unemployed, with public opinion in general, and with employers

iii) to develop both the individual capacities and the collective resources of the population

iv) to, progressively, lead the unemployed to resolve certain of their own problems themselves, by converting attitudes of resignation and defeat to ones of positive action, particularly through the formation of cultural and social action groups.

Target Population

The region of Leige-Huy has the second highest regional unemployment rate (15.0%) in Belgium. Official statistics for April 1979 showed 30,295 receiving unemployment benefit,(1) of whom about:

- 60% are male, 40% female
- 29% are below 25 years old
- 52% have not gone beyond primary school level in their studies

(1) by June 1980, the number had risen to 39,503

The unemployment in the region is to a large extent structural and long-term.

The specific target groups for the two principal elements of Canal-Emploi's activities (TV and workshops) are not identical, although that reached by the latter can be seen as a sub-set of the former. The cable-TV programmes are aimed at the entire population of the region - or that group within the greater Liège district whose homes are on the Coditel and Télédis networks: this represents a potential public of about 600,000. The programmes are broadcast at Friday lunch-time so in fact can only be viewed by groups such as the unemployed, the retired, housewives, and those workers at home at that time. It is said that viewing figures for these programmes are currently not very high.

The training workshops, on the other hand, are aimed more specifically at particular 'risk groups':

- unemployed women, school-leavers, and immigrants
- the long-term unemployed.

Participants in the workshops are primarily recruited through lists of unemployed provided by the Belgian 'Office National de l'Emploi' (ONEM). The Canal-Emploi TV programmes and contacts with organisations (e.g. trades unions) in touch with the unemployed are also sources of recruitment.

Methods, Materials, Media Used

It is necessary to make a clear distinction between the two principal elements of Canal-Emploi's activities in this and the remaining sections of this summary:

i) Television Programmes

These are programmed every Friday from 1200 - 1400 and of necessity touch on a wide range of themes relevant to the problem of unemployment (legal, administrative, cultural, issues such as factories closing down, immigration, family planning ...).

The programmes can be seen as being structured around five major orientations:

- programmes of immediate practical interest (e.g. the announcement of local job vacancies)
- programmes aimed at stimulating various creative activities
- interviews with working people and the unemployed
- educational programmes (housing, health, etc.)
- programmes which are concerned with general analyses of Belgian society and the economic situation.

The programmes are often based on questions and problems raised by viewers (letters, phone-ins); some programmes include debates and discussions with local workers and unemployed. Overall content is of necessity very varied, given the complexity of the various factors creating and maintaining the high unemployment levels in the region.

ii) Training Workshops ('stages')

These 'stages' are arranged with financial assistance from the European Social Fund and are in general aimed at helping participants cope with their social and economic situation, and to give them the necessary confidence and basic skills to go on subsequently to professional training courses organised by other bodies. In 1979 and 1980 the programme consisted of:

- 1979 : eight 1 month (100 hour) 'stages', each with 30 - 60 participants
- 1980 : five 2 month (200 hour) 'stages', each with about 70 participants.

The 'stages' are organised on a group basis, with each group taking responsibility and a certain autonomy for its own learning, in collaboration with a trainer-animateur.

Group work is organised around the analysis of real day-to-day problems and social issues, and based on this analysis, a programme evolves which includes:

- an introduction to educational and training opportunities
- the study of relevant legal and civic issues, of the economy, and of social and trade union matters
- development of communication skills, of reading, and of writing
- basic mathematics.

The various aspects of each programme are handled in a tightly integrated manner, and are strongly related to the particular needs, experiences, and problems of the learning group.

Creation and Production of materials

i) Television programmes

A small studio is housed on the Canal-Emploi premises, with ¾" equipment, a viewing-room, and editing facilities. Most of this equipment is for black and white programmes, but recently a colour camera has been obtained. Creation and production of programmes is a team responsibility, and efforts were made from the start to provide in-service training in video-production methods and related matters for all the team members.

All the TV material produced is catalogued, and a selection made available on video-cassettes for use by local groups for meetings, training programmes, and so on.

ii) Materials for use in the 'Stages'

Conventional teaching materials prepared elsewhere for professional training, or for use in primary or secondary schools, have not been found to be suitable. Most of the support materials in fact used are drawn from the

popular newspapers, and from the stock of Canal-Emploi video-cassettes. For French and mathematics teaching, a certain number of written support materials have been specially prepared.

iii) Other items

A newsletter/poster, summarising forthcoming TV programmes and 'stages' is produced monthly; it is distributed via a mailing list, and is also available on demand.

Organisation

Through a committee and consultative structure, a variety of organisations are involved in the planning and overall direction of the project. These include the Cultural Centre of Sart-Tilman, various voluntary organisations, the University of Liège, RTBF Liège, the National Employment Office (ONEM), various trades unions, and the Ministry of Culture. Some finance (for the 'stages', notably) is from the European Social Fund.

Resources

The project employs about 40 staff, more or less equally divided between production of TV programmes and the planning and running of the stages.

Perspectives

The experiences acquired during the early stages of Canal-Emploi's activities (up to the end of 1980) have contributed to the current plans, which consist basically of nine main areas of activity :

- a continuation of up-dating 'stages', in basic education (French, Mathematics) and in social and economic awareness

- literacy and socialisation classes for immigrants
- the cable-TV information 'magazine'
- the televising of training programmes for cable distribution
- the overall planning and development of the use of cable-TV in conjunction with other interested parties
- the training of trainers and animateurs
- the building-up of a media library of video-cassettes for general use
- the development of local activities in the form of discussion groups with animateurs, using, for example, video-cassettes on specific themes of relevance
- action research on problems of unemployment.

THE CHARLEROI COLLECTIVE ACTION PROJECT (FUNOC), BELGIUM

Introduction

This project is not a 'multi-media' one, at the present time. It has been chosen for inclusion in this Study, however because:

- it is an interesting example of a collective/community action project aimed at a severely disadvantaged local population, and which appears to be achieving success in analysing and identifying needs for basic adult education, and in providing for these needs, essentially through group work
- plans are currently being developed for using the mass media to support group work, building on the local initiatives already underway (see below)
- it is a pilot project for a regional 'open university', strongly based on regional needs and realities which - as opposed to the UK Open University - would be an institution of the 'first chance' deliberately conceived so as not to reproduce social inequalities, and with a mandate to help in revitalising the region and to produce outputs of direct use to the community; the official title of the project: 'Formation pour l'Université Ouverte de Charleroi - FUNOC' reflects this overall aim.

The region of Charleroi is one of industrial decline, associated with closure of most of the coal-mines which provided the main source of employment in the past. Over half the male population is working class. 18% are immigrants; the current unemployment rate is 10%. Levels of schooling are relatively poor compared to many other regions of Belgium (for example one out of two primary school children are one year behind compared to the norm, and only 47% of the 17 year old group of boys are in school - as opposed to 89% of the 15 year old group). Housing conditions are relatively poor, as are the public social, health, and educational facilities.

Objectives, Methods and Target Population

FUNOC's overall objective is to create and develop a flexible system of 'éducation permanente' within the zone of operation of the project. Such a system is aimed at developing amongst the target group the necessary skills and capacities of expression, reflection, and analysis so as to be able to understand the social mechanisms underlying individual and regional problems, and to do something about these problems. The proposed system, as it is currently developing, has three main training elements:

(i) immediately 'useful' short courses, in subjects identified by target group members as representing subjective needs (e.g. electrical wiring, health, yoga, photography, sewing, car mechanics etc.)

(ii) basic education courses (literacy, numeracy, expression, social studies, economic and political analysis)

(iii) training linked to a specific project of use and relevance to the community (e.g. creating a youth centre, setting up a business or a cooperative).

FUNOC's aim is to encourage participants to progress from (i) to (ii) to (iii), as awareness develops of objective needs for information and skills which can help resolve and ameliorate their situation.

These courses and classes are accompanied by actions to make the local community aware of what is available from FUNOC (meetings, announcements, direct mailings, use of the local press and media), by the development of tailor-made training courses for trainers, and by action research on the effects of the project.

FUNOC's aim is to achieve a true democratisation of education with the means at their disposal. They have thus deliberately sought out, and given priority to, the most disadvantaged groups and individuals within the working class population in their zone. This population is the one that generally ignores further education opportunities for reasons that are well-known:

bad memories of school, low expectations of employment (let alone professional promotion), feelings of inferiority, irrelevance of most further education to jobs - where they exist - which are routine, repetitive, and badly paid.

To reach and involve their target groups and individuals, FUNOC's methods rely on five basic principles:

- maximum flexibility in the composition, study themes, timetabling, and meeting places for the learning groups
- careful selection and preparation of group leaders and 'teachers'
- development of collective working/learning methods so that weaker members of a group benefit from the help of stronger members
- suppression of any hierarchical relationships between the group leader/'teacher' and the students
- close grounding in concrete problems and needs expressed by group members, to encourage them to participate and to contribute their own experience.

Working methods are based on learning groups of 12-15 people who, with their leader/teacher decide on the content and pace of their learning. The latter are based on the individual and collective knowledge, interests, and capacities of the group members.

FUNOC's aim to democratise education is linked to a well-founded belief that this is not possible without a democratisation of society. In the learning groups, an over-riding aim is to help people realise how society might be transformed in a way compatible with this all important goal. Hence the stress on developing outcomes which, at a local level at least, might lead to the necessary understanding of social mechanisms to be able to bring about concrete changes in the community through collective action on social and economic problems.

Current Progress

This must be seen in the light of FUNOC's resources; the project started in 1978 with three full-time and two part-time staff. Since 1979, twenty temporary staff, drawn from the unemployed local population are also working on the project. Funds come from a variety of sources (Ministry of Education, the National Employment office, Charleroi Municipality, and the EEC), but none are guaranteed in the medium or long term.

Despite the resource limitations, short courses (20 hour modules) have been run in over twenty subjects, and some participants have gone on from these initial 'incitatory' classes to either longer basic education courses or to training linked to a specific project. In 1980, the first basic education courses started with 100 participants in 6 groups attending classes for 20 hours per week for a total 600 hour training period. Almost a third of these participants were sufficiently encouraged by their progress to decide to want to go on to professional training courses organised by other organisations. In addition, a number of project groups are already functioning. These include a youth club group, a retirement group, a tenants' rights group, a group of unemployed workers planning to set up a house insulation company or cooperative as a business venture, and so on.

In addition, a lot of effort has been put into the training and preparation of trainers and animateurs. Each learning group is associated with two animateurs/trainers: one from the local community, experienced in the relevant subject matter (e.g. an electrician, a painter, a teacher, a trade unionist) and an animateur from FUNOC's staff. The former provides the technical expertise, the latter the link with FUNOC's broad political and social objectives. Two elements are involved in the preparation and training of animateurs and trainers:

- training modules in animation techniques for local people who wish to take on the role of trainer in a group
- in-service training for all trainers and animateurs via monthly evaluation/discussion meetings.

In 1981, a 400 hour cycle of training for trainers has been started, which will run over a two year period and be recognised by an official diploma.

Projected Use of Mass Media

FUNOC has deliberately placed an emphasis on personal contacts and approaches in reaching - with some degree of success - the disadvantaged groups in the project zone. It was felt that use of mass media from the start would have run the risk of attracting only or principally the already relatively advantaged sectors of the population, and would thus have been counter to the main thrust of the project's intentions.

However, after three years of work in the area, and having achieved an initial contact and involvement with disadvantaged groups and individuals at the 'grass-roots' level, FUNOC's organisers believe that a number of useful functions could be assigned to the mass media within the overall objectives of the project. Six functions in particular have been identified:

(i) for raising awareness ('sensibilisation') in three areas: community and collective problems linked to the economic, social, and political situation; to the value and role of training/further education in general; to particular training programmes through relevant publicity on the media.

(ii) for general information on topics and themes relevant to FUNOC's programmes, and for use both in training courses (non-broadcast) and in general broadcasts; these would predominantly be collected from amongst existing audio-visual materials

(iii) as teaching aids for group work

(iv) for direct teaching, in cases where specific 'programmed' sequences in technical points can more effectively replace a trainer, and provided that such sequences can fit with an overall programme which is essentially collective

(v) for training in <u>understanding and using the media</u> aimed at giving the public the necessary analytical tools to react critically to the general output of TV and radio programming

(vi) as a means of allowing <u>groups to express and communicate their own messages</u>: particular groups of participants in FUNOC's programme might be encouraged to make their own audio-visual materials to communicate their ideas or projects to the rest of the community.

FUNOC's plans for using the mass media are interesting in that they are conceived within the objectives of the overall collective/community action programme. The advantages of reaching a larger public, of using the dominant media of communication in new ways, and of encouraging collective expression are clearly set against the potential dangers: of 'missing' the target public (because 'disadvantaged' groups tend not to watch 'serious' programmes), of making training tools too sophisticated, of turning participants into 'consumers', and of producing standardised self-instructional programmes. Because of these potential dangers, FUNOC plans only to introduce the media progressively into its programme of activities. First contacts have already been made with local cable-TV organisations (cable-TV is very widespread in Belgium) and with the national broadcasting organisation - RTBF. What will happen in practice depends very much on the necessary political will to provide the financial resources, and the collaborative agreements, which will be necessary.

DANISH FOR ADULTS, DENMARK

Origins and Objectives

Danish for Adults had its origins in a government initiative in 1975 to make some educational provision for the 'forgotten groups' in Danish society - adults suffering social and educational deprivation.

The conception, planning and implementation of the project took place over a five-year period (1975-80). The partners involved were :

- the Ministry of Education
- the education authorities and further education centres in three counties
- the educational broadcasting department of Danmarks Radio.

The overall aims of the project were :

1) to provide compensatory adult education - in this case in the mother tongue - for those with a limited educational background in an attempt to bridge the 'education gap' between the younger and older sections of the population
2) to test the necessary cooperative mechanisms between the mass media and adult education and the content, level, organisation and methods required in large-scale compensatory adult education.

Target Population

The target group for the Danish for Adults course comprised adults with a limited educational background who had not previously taken part in adult education and those who had been prevented from following existing courses in Danish due to the inflexible nature of current provision.

Methods, Materials and Media Used

The following materials/media were used in the project :-

i) Television :-
- a 20 minute introduction to the project
- six 25 minute drama documentaries
- eighteen 'instructional' TV programmes of 15 minutes each.

ii) Radio :-
- eighteen 'instructional' radio programmes of 15 minutes each.

iii) Written materials :-
- five course books of 40-50 pages each built around a central theme
- a Grammar book
- a user's Guide

iv) Personal/local support :-
- pre-course counselling
- local groups/classes
- tuition

In Danish for Adults distance learning was adopted as one of several options. Three main types of option were offered :-

i) a course based on classroom instruction supported by course books and radio and television programmes (usually on cassette) in the class. The standard course comprised 192 hours of instruction. A concentrated course (120 hours) and an extended course (320 hours) were offered as variants.

ii) a course combining classroom instruction ($^{1}/5$ i.e. 38 hours)and distance learning ($^{4}/5$). Outside the classroom sessions students worked with the course books and the radio and television programmes at home (on-air in the case of television) or at the local further education centre (off-air use of television and radio).

iii) A 'self-service' distance learning course. This combined distance learning (students working on the written course materials, the radio and television

programmes in their own time) and tutorials. Provision was made for telephone and face-to-face tutorials (16 hours of tutor time) supplemented by monthly group sessions for those wishing to participate.

Besides the regular on-air broadcasts the radio programmes were transmitted en bloc at the beginning of the course so that audio-cassettes could be made.

Television and audio cassettes were copied and distributed by the county educational media centres. The only significant constraint regarding the electronic media concerned the number of video units available at the further education centres and their availability to distance learning students.

Creation and Production of Materials

Responsibility for the creation and production of materials rested with a small project team from the cooperating agencies. The project team worked to a brief that the broadcasting and printed materials should form the mainstay of the course thereby enabling those who had no alternatives other than following it on their own to take the end-of-course examination (the lower secondary school leaving certificate). It was this distance learning requirement which necessitated (a) the creation of new materials/methods as opposed to the exploitation of existing ones and (b) governed the mix of media used.

i) the introductory TV programme to the project was linked to telephone referral services in the three counties where the course was being piloted.

ii) the drama documentaries focused on a family life situation and on the decision of a woman - an unemployed, semi-skilled, worker with teenage children - to take a further education course as a means of gaining necessary entry requirements for

vocational training.

iii) the TV and radio instructional programmes were designed to support the material in the course books.

The radio and television programmes were produced by the education section of Danmarks Radio as part of their normal adult education provision. The course materials were written by teachers who had been involved in the project from the planning phase. Graphics and text design were handled by the publications section of the educational broadcasting department. The books were printed by one of a number of commercial agencies with which Danmarks Radio works on a regular basis.

As a result of feedback from both teachers and students the 18 TV programmes and the User's Guide were remade/revised in 1980 for transmission use in 1981.

Organisation

The organisational framework of the Danish for Adults course reflects the fact that the project was sponsored by the Ministry of Education and carried out by the two basic providers of adult education in Denmark - the county education authorities and Danmarks Radio.

A two-tier organisational structure was adopted, viz.

- a steering committee concerned with policy and the overall framework of the project
- a small management group concerned with the implementation of policy and course production

Organisational procedures relating to student enrolment and local class/tutorial provision, examinations and so on rested with the county education authorities as part of their statutory provision for adult education.

Resources

i) Broadcasting

Broadcasting costs for 1979-80 were in the region of 2½ million kroner. This covered the production and transmission costs of the various television and radio programmes. Costs were met from the normal budget of Danmarks Radio for adult education. The Danish for Adults course was regarded as a priority within Danmarks Radio's normal educational provision

ii) County level expenditure

The major items under this head were :-

- teachers' and counsellors' salaries
- acquisition of hardware, books and tapes
- publicity, briefing and training meetings.

These were not extraordinary costs on the project since counties have a statutory obligation to make provision for adult education. Nevertheless the number of students following the Danish course increased by 70% as a result of this course being offered. And this had considerable financial implications. The three counties had to find an additional 2 million kroner to fund the project at a time when their budget for adult education had been reduced by 3% in real terms.

iii) Cost of evaluation

Between 1978-80 a thorough evaluation of the Danish for Adults course was carried out. The Ministry of Education made a small grant towards this but the substantial cost (250,000 kroner) was met by Danmarks Radio.

iv) Miscellaneous costs borne by the Ministry of Education.

These included such items as meetings of the steering and management groups, the publication of an information folder (30,000 kroner), extraordinary counselling (200,000 kroner).

One thousand students participated in the pilot project hence unit costs per individual were very high. Such a consideration needs, however, to be offset by the following factors :-

- materials exist for use over the next 4/5 years for the whole country
- spin-off value for other collaborative projects
- the infra-structure of support centres e.g. wider use of video in teaching
- benefits derived by the eavesdropping public.

Evaluation/Perspectives

The existence of a systematic evaluative report heightens the significance of the Danish for Adults project. This report was published in August 1980. It covers the following areas :-

- statistics relating to such features as enquiries following extraordinary publicity activities and the television series, counselling, recruitment, participation, drop-out and examination grades, age, sex, occupation and previous educational experience of the students
- student evaluation based classroom observation and interviews
- teacher and counsellor evaluation based on interviews, questionnaires, meetings and diaries
- perceptions of the staff from the cooperating agencies.

In respect to the overall aims of the project, the following points are significant :-

i) the distance learning option made it possible for a number of students who work unsocial hours or who are remote from further education centres to participate in the course.

ii) television recruited a broader and more representative sample of the adult population than other media but it would seem that only social welfare workers/ employment counsellors were able to reach people from deprived groups in any significant proportion.

Three times as many of those who were recruited via television completed the course without taking the examination as those recruited by conventional means.

iii) there is a gap between the expectations/needs as perceived by participating students and the needs/ expectations of those responsible for running the system. A more functional course in small modules may be more effective in reaching a majority of the target group.

iv) experience gained by the participating agencies in developing cooperative mechanisms has been such that a major Numeracy Project involving the same partners is being planned for 1983-84 without the necessity of a pilot project phase.

CENTRE NATIONAL D'ENSEIGNEMENT PAR CORRESPONDANCE (CNEC) TOULOUSE:
Correspondence Courses in Basic French and Mathematics for Adults

Introduction

The French national distance teaching organisation (CNEC), which is part of the Ministry of Education, uses correspondence methods to provide courses in a wide range of academic and school subjects from primary to degree level. Altogether, taking into account all the courses run from its six main centres (Vanves, Lyon, Rouen, Lille, Toulouse, Grenoble) it has over 200,000 students on its books. CNEC was established during the last war to provide education to displaced school children unable to attend normal classes.

Amongst the courses run from CNEC's Toulouse office are two series, in French and Mathematics, aimed specifically at adults wishing to acquire basic competencies either as an end in itself, or in preparation for later courses leading to state examinations. This 'pré-formation' (or pre-training) system is summarised below.

Origins and Objectives

The pre-training programme originated from the awareness that the opportunities arising from the July 16 1971 Act of Parliament on continuing professional training were being essentially exploited by the already most highly trained groups, and that specific actions would need to be taken for less qualified, deprived, groups. As a result the CNEC was asked to organise a group of short cycle programmes for the adult public who had previously received little or unsatisfactory schooling. The CNEC office in Toulouse took on specific responsibility for the courses in French and Mathematics, which have now been running for five years, (with a broadcast television component during 1975-78). The specific objectives of the pre-training courses are:

- to help adults who wish to take up conventional studies again, but who need to revise their basic knowledge beforehand
- to help adults following general or vocational courses who are having difficulties in reading, writing, or mathematics

- to introduce people gently and flexibly to the discipline of studying part-time, at a distance, before going on to more advanced courses.

Target Population

The pre-training courses are aimed then, at people who:

- if employed, tend to be manual workers, and office and service staff
- if unemployed, usually recent school-leavers or married women wishing to return to work

with interests directed towards problems of their own professional or home environment. Around two-thirds of the target group are under 35 years of age.

In a survey of students undertaken in 1977/78, men and women were equally represented; about one quarter were unemployed. Numbers enrolled each year in French rose from 518 in 1975/76, when the project started, to 1,868 in 1979/80.

The French courses are unsuitable for totally illiterate students: the first module (PFO) starts at a level which assumes a basic, but limited, existing comprehension of written French.

Methods, Materials, and Media Used

The basic learning materials take the form of typewritten and printed correspondence lessons, which include self-assessment exercises and fortnightly homework assignments marked by a correspondence tutor, and returned with comments and a model answer. Lessons are grouped into 14-week units, each unit requiring an estimated four hours of study per week.

The correspondence lessons are/have been supported by a number of other media:

- announcements in the press, radio, and TV
- a fortnightly newspaper ('Télé-formation')
- weekly TV programmes aimed at inciting interest and motivating the public (1975-78)
- counselling facilities
- audio-cassettes (currently being prepared and tested)

'Télé-formation' continues to be published regularly, although the space devoted to the pre-training courses has somewhat diminished in recent years. It is the only public means by which people can enrol for the courses, as it contains the necessary forms and information. Otherwise students hear of the courses through intermediaries (teachers, relatives, colleagues, organisations etc.) and write directly to CNEC for information. Enrolment fees, per unit, now (1980/81) stand at 112 francs.

Creation and Production of Materials

It was decided from the start not to use existing, available, texts (problems of cost, suitability, distribution, etc.) but to create all the learning materials from scratch. Early draft materials were planned by a joint CNEC/OFRATEME team in 1975. Specific lessons are prepared by individual French and Mathematics teachers; comments and reactions of correspondence tutors were a valuable input once the courses had started. Lessons are then typed, checked, re-checked, and printed on CNEC's off-set equipment. Lessons are mailed directly to the students from the CNEC offices. Homework assignments are received, sorted, and sent to tutors from CNEC; turn-round time on assignments is 3-4 weeks.

TV programmes were prepared by OFRATEME to publicise the courses and encourage people to enrol. Three groups of six programmes each were prepared and broadcast during 1975-78:

- group 1 : identification with a character (e.g. portraits of typical 'students')
- group 2 : problems of every-day life
- group 3 : subjects of contemporary interest

Programmes were mainly broadcast at weekends (e.g. Saturday and Sunday mornings).

Organisation

CNEC's organisational structure is that of a standard correspondence teaching institution, making extensive use of external teachers to help prepare materials and to correct students' work. The

full-time headquarters staff are mainly concerned with administrative and operational aspects of the system (receipt, production, storage, despatch of materials, recording of students' grades).

Evaluation/Perspectives

The CNEC's pre-training scheme, which started in 1975 as a multi-media programme, has becomo basically a traditional correspondence course programme, as television and radio support was abandoned. However, numbers enrolled over its first five year period have progressively increased, and a new public has been brought into contact with some basic training materials. The materials themselves have been designed in a flexible and modular format, and have been progressively improved and adapted in the light of feedback from tutors and students.

Current new developments to support the basic French courses include experiments with audio-cassettes.

TELE-PROMOTION RURALE (TPR), Rhone/Auvergne, France

Introduction

The TPR experience is of interest for a number of reasons. It is not essentially a basic adult education project, although it is aimed at disadvantaged rural groups, namely the mass of small peasant farmers in France. Its original objective was to explore ways of using the mass media - TV especially - to raise levels of awareness concerning problems of rural life and to introduce agriculturalists to the idea of further education and training opportunities.

The experience started in 1966 - the first year of the Common Market - with an initial regional project in Brittany (TPR - Rennes). In 1969-70 four other, similar, regional projects were initiated:

- TPR Toulouse : Midi, Pyrennees, Aquitaine
- TPR Montpellier : Languedoc, Roussillon, Provence, Côte d'Azur
- TPR Grenoble : Rhône-Alpes and Auvergne
- TPR Nancy : Alsace, Lorraine, Ardennes.

Of these five projects, two are still in existence and continue to develop their activities: TPR Grenoble and TPR Nancy. Two other regional centres may shortly be resuscitated.

In the early years (1966-70) the main emphasis was on viewing groups where agriculturalists came together in viewing centres for a day at a time with an animateur/trainer. A broadcast film was viewed, discussion followed, in the group, then a second broadcast (live) dealt with issues raised in different groups, in a panel discussion which was preceded by telephone links with a number of centres. With the extension of individual ownership of TV receivers, the emphasis changed from group reception to broadcasts for individual reception, transmitted at peak viewing hours during the winter months. Subsequently, and with the ending of TPR TV broadcasts in 1979, activity in the two remaining centres has shifted towards production of a variety of media resource materials (films, video-tapes etc.) for use by local groups and by agricultural animateurs and technicians

The flexible evolution of TPR's activities in response to external pressures and constraints over the last fifteen years is of particular interest.

Objectives and Target Audience

TPR's principal objectives can be summarised as follows:

(i) to reach the great mass of small farmers and agriculturalists whose training and development needs were not being met: TV and the press had a critical role to play here

(ii) to help make this group aware of their own training and information needs through a more critical knowledge of their own problems of day-to-day life

(iii) to help in channelling this raised awareness into specific actions, such as participation in training programmes, or resolution of problems at the level of family or community.

TPR's activities are aimed at the small-scale peasant farmers and agriculturalists, working on family small holdings who, in France, can be said to be disadvantaged because of relative exclusion from:

- the processes of agricultural modernisation
- education and training facilities beyond compulsory school level
- the processes of rural development and the increasing influence of urban values and standards of living.

Methods, Media, and Materials

Four principal elements are (or were) involved in TPR's actions:

(i) Films : of broadcast standard (2" videotape or 16mm film) used primarily to identify situations of concern to the target audience (but not to teach or to prescribe solutions to problems).

(ii) Broadcast debates : films of debates held by groups of agriculturalists and animateurs/technicians who meet to discuss the theme introduced in a particular broadcast film.

(iii) Print materials : initially exlusively designed as information and guidance materials for the animateurs of the discussion groups; subsequently disseminated directly to the target group via special supplements and articles in the regional agricultural press.

(iv) Non-broadcast audio-visual materials such as super-8 films, videotapes, and tape-slide presentations. Originally used as a complement to the broadcasts, to be shown at meetings run by regional technicians and animateurs, their flexibility and lower production costs have led to them being assigned increasing importance.

TPR's programme runs essentially over the winter months, when agriculturalists have the time available to participate in training, and is closely linked to the activities of regional training services. During the years when TPR had access to broadcast TV (1971-79), the overall aim was to achieve a programme in four main phases:

- broadcasts of the TV films on specific problems (e.g. inheritance of land, rural exodus etc.) at the beginning of the winter. Broadcasts were originally on the first channel, at Friday lunch-times, and were each repeated once, when they were viewed by about 55% of the target families.

- organisation of group meetings, in the evenings, with regional animateurs and technicians, to view and discuss a copy of the broadcast film, and any other materials (e.g. tape-slides) prepared by TPR. During the last year in which TPR used TV broadcasts (1978/79) about 11,000 people took part in such meetings in the Rhône-Alpes/Auvergne region.

- the running of training courses and programmes, often based on the themes covered in TPR's materials, at local/regional level.

- finally, at the end of the winter, broadcasts of filmed debates, based on the results of the second and third phases above.

TPR's responsibility was for execution of the first and last of these four phases, the second and third being the responsibility of regional training and technical support organisations (e.g. the trade unions, the regional 'Chambres d'Agriculture').

The TV broadcasts were planned to cover three functions: to make contact, to encourage and stimulate reflection on the issues covered, and to assert the values of the rural way of life (in contrast to the predominantly urban values of much TV programming). However, broadcast time was gradually reduced over the years, less favourable 'slots' were allocated, and in 1979 TPR's access to TV was stopped - all for financial reasons associated with increasing transmission costs. Emphasis now is on the preparation and production of non-broadcast materials for use in discussion groups by regional animateurs and agricultural technicians.

Creation and Production of Materials

TPR's production methods have developed pragmatically, and over the years more and more responsibility has been given to agriculturalists in the planning, creation, and production of the audio-visual materials. This extremely high level of participation and involvement of the target group in materials production is of particular interest. Five main stages are involved:

(i) a survey/reconnaissance, based on interviews with representative groups of agriculturalists on the theme of the proposed production

(ii) the planning and preparation of the script and the filming schedule, on the basis of a series of working meetings with a selected group of agriculturalists and agricultural animateurs and technicians

(iii) the actual filming, in which members of the working groups, and associated agriculturalists and their families, participate in the film as 'actors'

(iv) a 'piloting' stage, at which a first version of the film is viewed and commented on

(v) production of a final version, in the light of comments made at the 'piloting' stage.

The role of professional producers and technicians in the production of audio-visual materials has gradually diminished over the years. At the present time, most of the technical and production tasks are undertaken by TPR's own staff and by interested animateurs and agricultural technicians, who are in close contact with the target groups. The necessary expertise has been obtained through personal 'on the job' experience and by short training courses in audio-visual production methods.

Current Support Activities of TPR-Grenoble

Now that TPR no longer uses broadcasting, its principal current activities are aimed at supporting the work of regional and local agricultural training and technical organisations. As well as producing audio-visual materials for use by the staff of these organisations, TPR-Grenoble also:

- acts as a regional audio-visual resource centre, making films, videotapes, and tape-slide materials available for meetings with agriculturalists
- provides training for agricultural animateurs and technicians in the production of audio-visual materials
- provides advice and consultancy on education and training methods linked to the use of audio-visual aids
- loans viewing and production equipment to regional animateurs and technicians.

Organisational Aspects

TPR-Grenoble's full-time staff (currently four in number) are employed by the Grenoble TPR Centre, which is an association jointly controlled and advised by the University of Social Sciences of Grenoble and the various regional professional bodies concerned with the training of agriculturalists. National co-ordination between the different TPR centres is organised through the 'Fédération Nationale de Télé-Promotion Rurale', based in Paris.

ZEITUNGSKOLLEG, WEST GERMANY

Origins and Objectives

Zeitungskolleg is a distance education project organised by the German Institute for Distance Studies (DIFF) in Tübingen, West Germany. Its distinguishing characteristic is its use of the national/regional newspaper network as a delivery system for its course material. Courses are supplemented by :

- specially prepared written materials
- local study groups/activities

In the short term, Zeitungskolleg attempts to promote learning among newspaper readers by providing additional background knowledge on social problems/issues so that the ordinary person can have a better understanding of the world in which he lives. In the long term Zeitungskolleg is seeking to stimulate and motivate people to participate in continuing education and to demonstrate the value of on-going learning.

To date Zeitungskolleg has offered the following courses :

- Autumn 1978 'Ecology and Geology'
- Spring 1979 'Europe'
- Autumn 1979 'Beware, Children' ('Achtung! Kinder')
- Spring 1980 'Microprocessors'
- Autumn 1980 'Feeling Home Today' ('Heimat heute')
- A course on 'Money' ('Geld und Gild') will be presented in 1981.

Zeitungskolleg is modelled on 'Courses by Newspaper' - a combination of weekly newspaper articles, additional printed materials and local college classes - produced by the University of California, San Diego.

Target Population

Zeitungskolleg is not aimed at any specific target group. Through the medium of the newspaper the project attempts to reach as many German citizens as possible without regard to such factors as age, sex, social class or place of residence.

Between 100 and 200 newspapers have printed the various Zeitungskolleg courses. This means that Zeitungskolleg has the potential for reaching 15-25% of German newspaper subscribers - between two and three million people - with any one of its topics.

Methods, Materials, Media Used

Each Zeitungskolleg course offers :

i) A series of 12 weekly articles on a particular theme written by specialists and edited by an academic journalist. The articles usually take up half a newspaper-page and include a photograph, cartoons and sometimes graphs or tables.

ii) Additional printed material viz.

- a Reader organised into chapters corresponding to the subjects of the newspaper articles and designed to illustrate and extend each topic under discussion. The Reader contains material from newspapers, journals, novels, poems, documents, school books and academic literature. It gives students an indication of the complexity of the topic as well as permitting them to select further reading according to their interests.
- A Study Guide. This contains advice and suggestions for using the material and for follow-up activities either on an individual or group basis.

iii) Face-to-face teaching. Local groups are organised by the Volkshochschulen and other educational organisations. The Zeitungskolleg project team has no responsibility for the organisation of local classes using its material but it has produced a booklet 'Suggestions for Groups' which encourages an open, learner-centred style of teaching based on the needs/interests/experiences of the participants.

iv) At the end of each newspaper series the articles are brought together in a printed booklet and made available to individuals/groups in the same ways as the Reader and the Study Guide.

Creation, Production and Distribution of Materials

Once DIFF has approved a course topic, the Zeitungskolleg project group :

- appoints an academic course coordinator
- selects the authors of the projected articles
- provides the authors with a written brief
- edits the articles
- arranges developmental testing of the articles
- liaises with the newspapers which will take the course
- prepares the Reader, Study Guide and 'Suggestions for Groups'

The newspapers if they wish can receive their copy in camera ready form. The articles for the Reader are prepared in off-set technique so that they retain their original face. The Reader, Study Guide and 'Suggestions for Groups' are printed by a local printing firm. This firm handles the storage, despatch and delivery of these printed materials. This material can be bought from the printing firm, from the participating newspapers or the Volkshochschulen.

Resources

The core staff of the Zeitungskolleg project consists of a Project Director, an Academic Journalist and a specialist in the preparation of printed educational materials. For each topic a subject specialist is hired for 6-9 months. Besides the academic staff, there are 2 secretaries and 3 student helpers.

The project is housed in a 5-roomed office. Specialist and technical equipment includes an electronic storing typewriting

computer and off-set litho printing machinery.

Student operating costs are minimal. Zeitungskolleg has no formal student enrolment, does not set examinations and does not need to maintain any student records.

The sale of printed course materials covers their production, printing and distribution costs.

The overall cost of a single Zeitungskolleg project is in the region of 300,000 D.Marks (at 1980 prices). Three quarters of this expenditure goes on staff salaries.

Evaluation/Perspectives

The open nature of Zeitungskolleg makes evaluation in terms of student behaviour difficult. Nevertheless, a through-going statistical analysis based on interviews and questionnaires is currently in progress and will be available by the end of 1981.

The following aspects of quality control are relevant to the project :

1) the institute of DIFF, its directorate and council have to be convinced that a project is worthy of the required money and manpower
2) The newspapers themselves exercise a certain control by choosing whether or not to carry the series of articles. In the 5th Course (Autumn 1980) one third of the participating newspapers had already printed three or four previous courses, one third one or two.
3) Between 5000 and 8000 copies of the additional printed materials are sold for each course. These are bought by individuals, teacher training institutions, university departments and religious seminaries.
4) Volkshochschulen in all parts of the Federal Republic use Zeitungskolleg courses as a basis for locally organised study groups.

Zeitungskolleg has moved out of the pilot project phase. Its sixth course is currently in preparation and an effective collaborative network has been established both with the newspapers and the Volkshochschulen.

THE DUTCH OPEN SCHOOL, ZEIST, nr UTRECHT, NETHERLANDS

Origins and Objectives

The idea of an Open School evolved during the 1970s. Following the publication of the recommendations of an Open School Committee (set up to advise the Ministers of Education and of Culture), a pilot project was set up in fourteen locations for a three year period, 1977-80. Following a transitional year (1980-81), from September 1981 the Open School system will be integrated into existing adult education provision in thirty selected areas during a three-year period. The principal aim of the Open School is to provide a second chance for the considerable number of adults whose education did not extend beyond the second year of secondary school, and in many cases terminated much earlier. The Open School was intended to make use, where appropriate, of the full range of available media while making special provision for group and individual face-to-face tuition, and it was hoped that individual participants would have the maximum opportunity to make decisions about their own programmes of study.

Target Population

During the Project phase (1977-80), three specific target groups were identified, and each of the fourteen project locations aimed to attract one of the groups. The target groups were:-

1) Women over 30 years of age (eight locations all over Holland)

2) Young working adults aged from 17 to 30 years (three locations in large towns)

3) Working or unemployed people over 30 years (three rural areas).

Cost constraints limited the initial overall maximum total number of students to between 1300 and 1400; in 1980-81 the number is 1700. When the Project phase ended in 1980, the strict limitation on target groups ceased, but admission is still limited to adults with a minimum of four years primary education and a maximum of two years secondary education. Currently, over 80% of students are women over 30 years of age, mostly from the working class.

A considerable number of 'spontaneous' groups have been formed all over the Netherlands by adults outside the physical location of the Open School; currently around 300 are estimated to be operating.

Materials, Media and Methods

Students have the opportunity to study 'themes', such as health, work, education, politics, which are closely connected with their daily lives, and more formal subjects from the school curriculum. Most students attend Open School twice per week, for a total of around 6 hours. As a rule, no adult may participate in the Open School for longer than two years. Students of formal subjects may achieve an equivalent level to the end of the second year of secondary education for children (MAVO). Generally, every student works on 'themes' (one meeting per week) and on formal subjects (one meeting per week). Certificates are awarded which indicate subjects and 'themes' studied, and skills acquired.

'Themes' are selected and studied in 8-10 week cycles by basic groups of between seven and fifteen adults, to one of which every student is allocated. One or two full-time tutors (after August 1981, one only) work with each group. Formal subjects are sometimes studied in the basic groups, e.g. Dutch; alternatively, basic groups may be mixed in order to obtain new groups for formal subjects, e.g. arithmetic.

Printed materials produced by the Open School centrally and locally are used as a resource in the study of formal subjects and 'themes'. In the study of 'themes' many kinds of material are used, and in addition students are encouraged to visit public libraries to obtain information. For the Dutch course there is a data-bank containing details of available materials. Printed texts are often used sequentially in the study of formal subjects, e.g. Arithmetic and English. On the other hand, printed materials for Dutch are not used sequentially; much work is based around particular themes or points of interest.

Television and radio programmes were originally created for sequential use, but replay facilities in the Open School locations enable them to be used flexibly. The planned close integration of the various components of the system proved impracticable.

Creation, Production and Distribution

Printed materials. The first printed texts were created by existing correspondence teaching institutions. These proved inadequate in terms of level, content and design, and the 'theme' materials and the Dutch, Mathematics, English, French, German and Economics texts amongst the formal subjects were re-written and re-designed by tutors and other staff members experienced in working with the target group. Texts are printed commercially, and samples of all newly produced materials are sent to the various locations; orders are mailed from Zeist. The responsibility for the production of printed materials after August 1981 is still the subject of discussion.

Television programmes are created by Teleac (Television Academy); 25 hours of programmes per year are currently produced under the supervision of two producers with responsibility for Open School. Programmes are broadcast weekly with one repeat.

Radio programmes are made by one or other of the Dutch broadcasting organisations, depending upon the themes being studied. 50 hours of radio programmes are produced per year; programmes are broadcast weekly with one repeat.

Organisation

The Open School has two Directors, one responsible for curriculum development, the other for management and administration. The Directors are responsible to the Board of the Open School Pilot Schemes Association, which represents the Ministries of Education and of Culture, together with educational, social and religious organisations, broadcasting organisation, trades unions, regional groups and correspondence teaching institutions. The full-time tutorial staff in the fourteen locations are responsible to central headquarters.

From August 1981 the national organisation of the Open School Pilot Schemes Association will be divided. Responsibility for management and administration will be assumed by local adult education institutions, which will introduce the results of the Open School pilot project into their own institutions; provision of student support, development of materials and training of tutors will be undertaken by national adult education institutions

(e.g. NCVO and SLO), and responsibility for coordination and information will rest with the Open School Project Group, one of five such groups linked by a Coordinating Group which began work in August 1980.

Resources

Staff. In February 1981 the Open School employed approximately 210 staff in the 14 project locations (90 working with students for 2-3 hours per week, the remainder for 20-40 hours per week) and 35 in the Zeist headquarters.

Buildings. The Open School occupies rented accommodation in Zeist and in the various locations. The additional sixteen project locations operative from September 1981 will be situated in existing educational institutions.

Finance. Total expenditure to date amounts to 51.5 million guilders (1975 - 1m., 1976 - 3m., 1977 - 6m., 1978 - 11m., 1979 - 12m., 1980 - 12m., 1981 - 6.5m.). Salaries account for 80% of expenditure; the remaining 20% is divided between organisation (including renting accommodation) and materials (subdivided equally between developing and production costs). Funding, except for all radio and television programme development costs (contributed by the Ministry of Culture) is from the Ministry of Education. After August 1981, funding will be partly by the Ministry of Education and partly by evening schools and local social, cultural and adult education institutions.

Evaluation

Evaluation has always been a central concern to the Open School due to its project status. The desire to retain a relatively open curriculum and a flexible system have at times conflicted with the need to gather data for the evaluation process. For example, a lengthy questionnaire to be completed by new students was rejected by tutors as being a discouraging factor for students.

Many aspects of the Open School's work are currently being evaluated; a general review of the pilot project will be published in 1981, and a total of around 70 reports on different aspects of the system will have been completed by August 1981.

POPULAR ADULT EDUCATION EXPERIMENTS, DIRECTORATE-GENERAL FOR LIFELONG EDUCATION (DGEP), PORTUGAL

Origins and Objectives

Between 1926 and 1974, educational provision in Portugal declined in quality and quantity. By 1960, out of an active population of 3,316,000, 31% could not read, and 27.2% knew how to read although they had never attended classes. 58% of the active population had never been enrolled in the school system. On April 25th 1974 the Caetano regime in Portugal was deposed by the army; within a short time, local, self-managed groups appeared all over the country. The needs which these groups were set up to satisfy included educational and cultural activities. Towards the end of 1975, the DGEP was given responsibility for setting up a system of adult education through developing cooperation with local groups and through encouraging and supporting their activities. The DGEP set out 'to discover the Portuguese adult', and produced a Plan of Action which recommended the establishment of a series of action groups with responsibilities for particular areas. In addition, grants were made available to local community workers, and local groups were given the opportunity to obtain official status.

In August 1976 the Socialist Party came to power, and their decision to seek admission to the EEC resulted in strong State leadership in all educational matters. The activities of the DGEP were substantially reduced.

A radical change in governmental attitude in the summer of 1978 led to the renewal of cooperation between the DGEP and local initiatives, but in a more confined and clearly structured framework under the National Plan for Adult Literacy and Basic Education (PNAEBA), drawn up by the DGEP (which in January 1980 became the Direcção-Geral de Educação de Adultos (DGEA)).

Target Population

The target population identified themselves throughout Portugal following the Revolution through the formation of local groups. Many of the groups were formed in urban and industrialized areas and in the Alentejo latifundia, and inevitably the most urgent

requirement of many of the group members was basic education.

The DGEP's Plan of Action gave priority to the most disadvantaged sectors of the population, particularly in the areas of literacy (as a means for adults to participate in the social and political life of the new society), non-formal education (with the object of solving everyday problems), and in the recognition of new methods and subjects for study by adult learners.

In 1979 PNAEBA did not attempt to identify particular target groups, but defined a series of broad State responsibilities in the area of adult education. These responsibilities included (a) to promote the cultural and educational development of the adult population, (b) to ensure the continuing satisfaction of the basic needs of the adult population concerning formal and non-formal education through the gradual implementation of a decentralised nationwide system which will ensure massive mobilization and participation among local populations and will facilitate coordination among existing local educational resources, (c) to make available facilities enabling all adults to have access to literacy activities and subsequently to all levels of education, and (d) to improve the pedagogical quality of all activities concerning adult literacy and basic education.

Materials, Media and Methods

In 1975-76 widespread need was recognised to create learning materials for 'literates' and 'non-literates' alike. Groups produced primers, phrase books (using photographs) and other materials based on the local population's way of life; the raw materials included traditional songs and poems, dances and examples of local craftsmanship. The production of materials and the subsequent use of them very much depended on the needs of the groups. The DGEP was concerned :

(a) to produce some 'experimental' material which would act as an incentive to creativity. Examples included films, readers, and the first issue of a newspaper designed to reflect local activities,

(b) to present grassroots organisations with access to the nationwide network of communications through television and radio programmes relating experiences and opinions

of local groups, and

(c) to supply technical assistance, materials and equipment.

Grants were awarded to part-time workers in adult education to enable them to work full-time and provide a link with the DGEP (90 awards by the end of July 1976). Local groups were given the opportunity of registering as official 'Associations of Popular Education', and the DGEP formed a series of action groups to encourage a wide range of local activities. In addition, a new law enabled the establishment of new kinds of assessment to replace the inflexible oral and written examinations, which had previously to be taken by adults at the conclusion of primary education.

Creation, Production and Distribution

The creation of materials by local groups was one of the activities intended to be assisted by the action groups set up by the DGEP; the areas for which indivudual groups were responsible included :-

- pedagogical training and experimentation
- publications for basic education
- audio-visual aids
- films and television (production of a nationally transmitted weekly television programme and short 8mm and 16mm films to expand the DGEP film lending service)
- film library
- loan of equipment (including tape recorders, cassette recorders, slide and film projectors, cameras, film screens)
- radio and recorded sound (production of a weekly radio programme and recorded tapes and cassettes for distribution to local groups)
- population education news-sheet
- card index of local initiatives

Some of these groups encountered difficulties even before the change of policy brought about by the newly elected government in August 1976; for example, technical problems and shortage of funds restricted the activities of the groups involved with the

popular education news-sheet and with radio and recorded sound.

Creation, production and distribution of printed materials and other media output under PNAEBA will depend on the coordination of central services with local authorities, and of all active local organisations involved in educational and cultural activities in 'local integrated programmes.'

RADIO ECCA, CANARY ISLANDS, SPAIN

Origins and Objectives

The aim of ECCA's founder, Francisco Villen Lucena of the Society of Jesus, was to emulate the Colombian Radio Sutatenza in providing educational and cultural opportunities for socially deprived sections of the community. Educational provision in the Canary Islands after 1960 was inadequate to cope with the rapid increase of population and with the effects of its concentration in certain areas. The 13% illiteracy rate in the Islands in 1970 was one of the highest in the provinces of Spain. During the 16 years since its first broadcast in 1965, ECCA has provided 12% (175,000) of the population with a primary education. The current emphasis of the station is to provide a wider spectrum of educational provision which will attract all sections of the community. All the mainland provinces of Spain also use ECCA courses, and ECCA systems have been established in several Central and South American countries, including Costa Rica, Ecuador, Venezuela, Bolivia, and the Dominican Republic.

ECCA's activities are in the following areas:-

1) Courses leading to an academic qualification. Students can study from first to eighth (final) level of basic education (Educacion General Basica), and beyond from 1980 (Bachillerato).

2) Courses not leading to an academic qualification. Subjects offered are English, Accountancy and Commercial Mathematics; in addition a Parents' School comprises courses aimed to help parents in the task of educating their children. Several other single courses are also available, e.g. photography.

3) 'Campaigns' relating to subjects of current interest and addressed to a general audience.

Target Population

ECCA aims to reach adults who have not benefitted fully from existing education provision either because of their age, location of home, social situation, etc., or because of the inadequacy of the provision. In addition, ECCA seeks to attract adults who wish to broaden their knowledge for reasons of personal fulfilment or job improvement. Students come from all parts of Canarian society, and from all educational levels; some of the students entering the first level of EGB are totally illiterate, while some of the English language students have higher degrees.

The occupations of current students are as follows (approximate figures based on updating of 1972 survey); 31% housewives, 27% students in other educational centres, 20% clerks, shopworkers etc., 16% tomato crop and other rural workers, 3% employed in professions. The age-group most strongly represented is the 26-40 years age-group (47%).

Materials, Media and Methods

The ECCA system comprises three elements:-

1) Printed materials. The weekly lesson master sheet (esquema) forms the basis of the radio lesson; the teachers refer directly to it as the student works through it during the broadcast lesson. The master sheet also contains exercises to be completed after the lesson. Other printed materials include additional notes on difficult topics, synoptic tables, special exercise sheets and complementary texts.

2) Radio lessons. The objectives of the radio lesson (clase) are to stimulate interest in the theme introduced in the lesson master sheet, to explain the content fully and clearly, and to motivate students' continued involvement in private study. The lessons are unscripted and informal; their frequency varies from course to course.

3) Tutorial support. The vital personal link between ECCA and the student, who attends a local tutorial centre weekly, is the tutor (profesor orientado), whose functions are to provide assistance with course work, to assess students' work, and to motivate students. The tutor also plays a central role in the regular weekly distribution of course materials to students, and the transmission of student fees to ECCA. Tutor training takes place at ECCA headquarters; subsequently, close contact is maintained through members of ECCA staff responsible for the effective working of groups of tutors in particular areas.

Creation and Production of Materials

Initial planning of courses is undertaken by the Pedagogical Department (Gabinete Pedagogico). The objectives of the course having been defined and the course outline determined, a team of ECCA teachers devises the printed material and handles the layout, production of illustrations, and editing. ECCA staff in teams of two, a man and a woman, record the radio lessons to synchronise with the lesson master sheets.

ECCA's own print workshop produces all the master sheets used in the Canary Islands and on the mainland; 20 million sheets are printed annually.

Radio lessons are recorded in ECCA's studio one or two days before transmission. Mainland provinces are encouraged to produce their own radio lessons so as to adapt as closely as possible to the local environment.

Each year, before the beginning of a new programme of courses, ECCA conducts a radio recruitment campaign, using also posters, leaflets, press announcements, announcements on other radio stations, personal contact with organisations, potential students, etc.

Organisation

ECCA is a private radio station owned, managed and administered by the Society of Jesus. By an agreement between the Society and the Ministry of Education in 1975, the Ministry establish

ECCA as a permanent state centre for adult education. The various functions of ECCA as radio station, teaching centre, educational publishing house and printing house are all under one management. The resulting organisation structure tends to be fluid. The principal governing bodies are:-

1) a management council (Consejo de Direccion) appointed by the Society of Jesus, and

2) a board for educational advancement (Junta de Promocion Educativa), the governing body of the educational centre, comprising representatives of the Ministry of Education, of the Society, and of the teachers appointed to the ECCA centre.

Resources

Staff. About fifty teachers are employed in Las Palmas, together with around thirty contract staff responsible for management and technical services of the radio station operation, secretarial and administrative services, and operation of the print workshop, storage and distribution of printed materials. The teachers were appointed to ECCA by the Ministry of Education (which pays them) following a competitive examination. In addition, ECCA employs around 300 part-time tutors throughout the Islands.

Buildings. Radio ECCA is based in Las Palmas, where it owns office accommodation, radio production and transmission facilities and a print workshop. ECCA also has 600 tutorial centres in institutions throughout the Islands, and maintains rented offices in each Spanish mainland province.

Finance. Student fees account for approximately 55% of annual income, and 43% is derived from the Ministry of Education and from subsidies from other sources (the Ministry of Culture, regional bodies and private individuals). Total income for 1979 was 127,186,273 pesetas.

Evaluation

Student feedback is regularly received and analysed, and printed materials are amended and revised accordingly; radio programmes are never broadcast more than once. The examination results obtained by ECCA students are compared with those of students

in conventional institutions, and particular attention is also paid to comparative drop-out rates.

The current Director has produced a cost-efficiency study which indicates that students enrolled with ECCA complete their studies at much less cost to the institution than those enrolled at other adult education centres, while their achievement compares favourably.

ADULT LITERACY CAMPAIGN (1975-80) UNITED KINGDOM

Origins and Objectives

During the 1970s several reports produced by committees of enquiry and by individual researchers referred to the needs of adult illiterates in the United Kingdom. One researcher estimated that there were some 2 million illiterate (defined as having a reading age of 7 years or less) or semi-literate (defined as having a reading age of between 7 and 9 years) adults of whom only about 5000 were receiving tuition. In 1973 the BBC Further Education Advisory Council approved a proposal to consult Local Education Authorities (LEAs) and voluntary organisations with a view to a major broadcast series in this field. In 1974 the BBC combined with several other educational agencies to form the National Committee for Adult Literacy. The Committee's public campaign under the title of 'A Right to Read' received a government grant of £1 million to provide resources for a rapid expansion of literacy teaching.

The three principal agencies involved - the government, (via the Adult Literacy Resources Agency or ALRA), the BBC and the LEAs all had the same objective, namely to eliminate adult illiteracy but each had a different perspective on how the objective was to be achieved.

Target Population

In the original plans the target population was envisaged as illiterate adults barely able to read or write beyond a few words. But the experience of the first 3 years indicated that the proportion of totally illiterate students has been less than 30%. Either the severely illiterate adult was not common or was reluctant to come forward. The student constituency embraced quite a varied range of the semi-literate. Over one quarter were 'spellers' (i.e. having adequate reading skill but poor writing and spelling).

The students have not all shown the features of social disadvantage although in a few inner-city areas there is a preponderance of socially deprived. Of the rest many are holding jobs of some intricacy even of responsibility; many have been offered advancement at work that would require greater literacy than they possessed; many show astonishing ingenuity in evading discovery of their deficiency and in evolving strategies of their own to cope with their daily lives. Although there is an appreciable minority of slow learners, and some mentally sub-normal, the majority are of average ability and intelligence and their lack of literacy cannot be ascribed to dullness.

Methods, Materials, Media Used

Three principal agencies - the BBC, the LEAs and ALRA - were responsible for the methods, materials and media used in the project.

i) Broadcasting
- 'On the Move' (50 TV programmes each of 10 minutes) levelled at family audiences and designed to encourage the non-reader to seek help.
- 'Your Move' (20 TV programmes each of 25 minutes) of a more instructional nature than 'On the Move'
- two series of radio programmes 'Next Move' and 'Move On'.
- referral service

ii) Print Materials
- student work books relating to the broadcasting component
- a set of simple readers
- various resource materials
- newsletters
- tutor training materials e.g. lesson sheets, resource packs, hints and suggestions

iii) Audio-visual Material
- cassettes of readings from radio programmes
- tutor training films and video tapes

iv) Local support

- a referral/counselling service to deal with enquiries
- there were three types of tuition on offer :
  a) on a one-to-one basis in either the student's or tutor's home
  b) on a one-to-one basis in group environment
  c) in a small class at an adult education centre or similar locale

In summary the elements of distance teaching comprised the broadcasts and the specially prepared printed texts. However, those organising literacy tuition were faced by a student body which required individual attention, the need to proceed at an individual pace and above all, the right to specify individual objectives.

A realisation of individual need is crucial in dealing with the educationally disadvantaged. Thus both the BBC and ALRA provided examples of materials - types of materials which would lead to the development and use of further materials as chosen by a student in connection with a tutor or by the student alone in the light of his or her own needs.

Creation and Production of Materials

Two underlying considerations influenced the creation and production of materials, viz.

i) the recognition that individual learning from a broadcast alone was unlikely

ii) the realisation that virtually no teaching materials suitable for adults existed

Out of the first consideration grew the referral service, and out of the second grew the BBC's publications in support of the broadcasts and ALRA's switch of emphasis from supplying audio-visual and other equipment to publication and to training for the production of teaching materials.

Broadcasting was used primarily as a means of recruitment and of enlarging public awareness. (Besides the specific series, incidental broadcasting also helped - especially mention of the scheme on popular disc-jockey shows).

Considerable emphasis was laid on piloting both the broadcast component and the associated printed materials and this brought significant changes to the end-products. The format ultimately adopted for the television series 'On the Move' consisted of a sketch (with two actors) dealing with a letter of the alphabet, writing to music, participation film to practice discrimination of words commencing with the letter in question, an interview with a student describing his or her experience and finally the referral telephone number. The associated books were ultimately built around instructional progression, word recognition and illustrations cueing the non-reader.

The production of television and radio programmes followed standard BBC procedures; the production of written materials was in the hands of a BBC production unit but with close links to the project team who were producing the broadcasts. ALRA also sponsored locally produced printed support materials e.g. by using teachers' resource centres. But much material was produced ad hoc by amateurs using their own domestic resources e.g. periodicals/ newspapers from which to cull stories, pictures, diagrams, cartoons and advertisements.

Such local/personal in-put serves to qualify the concept of 'course production'. Such uniformity of content or method as was achieved came from the centrally produced examples of material and from the training directed or provided by ALRA.

Organisation

An organisational network linked together various participating agencies. The BBC was closely linked to

the National Referral Service which was financed by an Adult Literacy Support Services Fund. The National Referral Service passed on enquiries to referral officers in local educational authorities and voluntary organisations. The LEAs interviewed and introduced students to schemes. They also recruited, trained and placed volunteer tutors.

At local level ad hoc committees contained representatives of field workers with various kinds of expertise. At national level there was a Management Committee on which the participating agencies were represented as well as representatives from the National Institute for Adult Education and the major voluntary bodies.

Resources

Total expenditure on adult literacy in the period 1975-1978 was around £7 million and between 1978-1980 at least a further £2 million has been spent.

Broadcasting costs for the period 1975-78 were £1,024,200. The Referral Service cost £200,000.

At a local level there were 104 LEAs involved in the scheme. In 1978-79 157 full-time staff were employed i.e. 1½ per authority. Additionally there were numerous part-time organising staff, full-time staff partly responsible for aspects of the programme and paid part-time teachers. However, the bulk of the tutors - over 37,000 - were unpaid volunteers.

The total cost of £9 million for the period 1975-80 must dispel the notion that a service staffed mainly by volunteers can be laid on for little cost. Nevertheless, over the period 1975-80, 200,000 people with literacy problems have registered as students giving a student unit cost of less than £50.

Evaluation/Perspectives

One of the distinguishing features of the Adult Literacy Campaign has been the wealth of research/evaluation reports on aspects of its development and assessment of the impact it has made on the problem of dealing with adult literacy.

Of the estimated 2 million adult illiterates or semi-literates 200,000 have been registered as students over the period 1975-80. This may only be 1/10 of the total but in absolute numbers this is an impressive figure. In addition there has been considerable spin-off in relation to such areas as the nature of illiteracy, the effects of educational disadvantage, the life styles of people from different milieux. Valuable lessons have also been learned on the collaboration of different media in tackling compensatory education.

What the history of the Adult Literacy Campaign in the United Kingdom shows is that

- outreach to a submerged and disadvantaged population is feasible
- the combination of broadcasting and other forms of tuition is possible and highly effective
- there is a great reservoir of voluntary goodwill waiting to be tapped for socially desirable ends
- a substantial initial investment can bring about a notably cost-effective service
- a national multi-media enterprise can be created in which full play can be given to the personal need and circumstance of the individual student
- a project of this kind can have widespread influence on the public mind about a particular form of social and educational problem.

From April 1980 work in this field has been coordinated by the Adult Literacy and Basic Skills Unit with a wider remit than just literacy. It has received £500,000 for the year 1980-81 with funding guaranteed until 1983-84, though at an unspecified level.

THE OPEN UNIVERSITY'S COMMUNITY EDUCATION PROGRAMME, UNITED KINGDOM

Introduction

The British Open University uses distance teaching methods (correspondence texts and tuition, broadcasting, and face-to-face teaching) to provide both University-level courses and a 'continuing education' provision for mature students studying part time. The University was established in 1969 and started its undergraduate programme in 1971. Since then a total of 180,000 undergraduates have been admitted and 30,000 degrees awarded. The Community Education Programme - which is not a degree level programme, however - started in 1977 and since then has had over 60,000 formally enrolled students, with about 20,000 people registering each year.

Objectives and Target Population

There is a clause in the University's Charter urging it '.. to promote the educational well-being of the community generally'. The Community Education Programme represents a part of the University's response to this remit, and is concerned with the learning of adults in their roles of parent, consumer, employee and citizen in the context of their family, workplace, and community. The programme helps to meet such learning needs by :

i) encouraging learners to value their own experience and the experience of others and to facilitate dialogue between learners and others.

ii) providing information to assist personal and collective decision making.

iii) helping learners make personal and collective decisions based on their own experience, values, resources and on information provided; and to implement changes.

iv) enabling learners to take action individually and collectively to improve the services and facilities in their communities.

Three general principles underlie the overall programme:

- to reach as wide a range of learners as possible regardless of prior educational achievement, through appropriate learning materials and support for their learning.
- to collaborate with national and local organisations in defining needs, developing learning materials, sharing resources, publicising and promoting learning opportunities, organising support for learners and in evaluating the provision.
- to finance this work, within the rules laid down by the University, from student fees, external grants and other sources of income.

Learning materials are developed with well-defined target groups (i.e. sub-groups within the community) in mind. Specific groups are identified in terms of learning needs (with respect to both stages of adult life and to specific roles), and materials and support needs.

The strategy adopted to cope with the heterogeneity of learners within a given target audience is initially to determine the latter as a whole by the age and stage to which the learning materials relate (e.g. 'all those about to retire or who have already retired'). The formal course is then designed with the aim of reaching as wide a range as possible of learners within the target group. 'Rare' groups or groups of particular types of learners which are then found to be missing from the formal student body then become 'target groups' themselves for both formal and non-formal provision. Learning materials from the course are further developed or adapted to meet special needs, while further support services, or special forms of support are organised where possible. In this way learning materials can, with varying degrees of adaptation, successfully reach audiences ranging from semi-literates to university graduates.

Current Community Education courses and materials have been prepared in the following areas: parenthood (three courses), consumer decisions, energy in the home, health choices and school governorship. Materials are in preparation in the fields of planning for retirement, women returning to work, and race relations.

Materials, Media and Methods

The principal characteristics of the UKOU's Community Education materials are as follows :

- they are multi-media, with each medium used to exploit its particular characteristics
- they are designed to lend themselves to multiple uses and adaptations
- they are accessible and attractive to a wide ability range
- they contain devices to engage learners in examining their own experiences, values and resources and to organise these to make decisions and to take appropriate action.

In general terms, the materials are designed so that the learners are able to examine issues and make decisions over a range of situations. The material is developed to be available in a range of different formats, thus ensuring maximum flexbility in use. Formats include :

- a multi-media course, with booklets, TV and radio programmes, resource pack, study guide, discs and optional computer-marked assignments
- a book version
- part-works
- booklets
- leaflets
- extracts published in mass-circulation magazines

Historically, the courses were prepared and offered first, and the other formats came afterwards as 'spin-offs' and adaptations.

The core learning medium - whether in the courses or their various adaptations - is the printed text. However, the broadcast and non-broadcast audio-visual components also play a significant role. Local face-to-face support is not provided by the University for the Community Education Courses. However, other bodies can and do provide formal face-to-face tuition based on materials.

Creation, Production and Distribution of Materials

The learning materials are developed by a central production

team which can include a chairman, lecturers, educational technologists, a BBC producer, and seconded employees of a collaborating agency. Also, extensive use is made of external consultants and of pilot work with typical members of the target group. This relatively conventional Open University way of developing materials is being modified to some extent in four community education projects in disadvantaged areas of the UK, where local project officers working with groups and individuals are identifying themes and topics for future learning materials. The process involves making transcripts of recorded discussions, on the basis of which draft materials are prepared and then presented back to the original groups for review and modification. The ultimate objective of the project is to draw on, adapt, and make widely available materials produced locally.

Another departure from the University's standard course creation model is the adaptation of course materials into more flexible units (booklets, leaflets etc) for use by other groups than registered students.

Distribution of materials is by post and broadcasts (for course users), by retail distribution (e.g. book versions of courses), and by personal contact.

The Materials in Use

A number of different patterns of provision can be identified within the Community Education Programme, and the flexibility they demonstrate is yet another departure from the conventional course-based model of much UKOU teaching. For example, there are :

- fee paying registered students, studying the courses at a distance, primarily on their own
- sponsored students, whose fees are covered by a collaborating agency (e.g. the Health Education Council) who would not otherwise have participated
- informally organised study groups, using parts of the

materials of a course as a basis for group study
- independent learners following a series of local radio programmes linked to newspaper articles, and a specially prepared booklet - all based on course materials from the Community Education Programme
- members of the public at large, provided (by e.g. health workers) with leaflets based on the course materials and covering - in this case - issues related to pregnancy and the care of young children.

Local support amongst these different patterns ranges from none at all, through self-help groups, to active involvement by community workers, health professionals, and volunteers.

Organisation and Resources

The Community Education Programme is required by the University to be self-financing and therefore has to rely on outside agencies and student fees for funding. For each major collaborative project with an outside agency, a management committee is created to oversee all aspects of the project. Staff are brought in on short term contracts to work with the small core of full-time staff in the Unit (3 academic staff, 3 support staff plus secretaries and clerks) in creating and providing course materials. The Unit has access to the various technical and other facilities at the University.

The Programme's total estimated budget for 1981 is £430,000.

JUST THE JOB PROJECT, UNITED KINGDOM

Origins and Objectives

Youth unemployment is a particularly serious problem in the South West of England, and is exacerbated in rural areas of Cornwall, Devon, Somerset and Dorset, where Just the Job operated, by poor transport facilities. The Just the Job Project evolved from initiatives originally conceived independently by Westward Television (an independent commercially operated regional television station working under the franchise of the Independent Broadcasting Authority) and by the National Extension College (NEC) during the late seventies. The NEC submitted a successful application for funding to the Special Programmes Division of the Manpower Services Commission (MSC) to provide support services, in order to develop a multi-media pilot project in the Westward Television region.

The commissioning letter of June 29th 1977 defines the objectives of the Project as being 'to assess employment problems of school-leavers in a predominantly rural area with limited and scattered job opportunities where young people may be out of touch with the statutory agencies and to identify the ways in which these problems may be overcome. The Project is intended to arouse the interest of unemployed young people, to inform them of the services available and of the range of employment and training opportunities open to them, and to advise them on how to seek out and select these opportunities.' Funding was initially for 12 months, and subsequently for two further separate periods of 12 months.

Target Population

The Project's client group during its three years of operation (1977-80) was the unemployed school-leaver, probably disadvantaged by personal, social and education difficulties resulting in uncompetitiveness in the job market, by rural isolation and some degree of alienation from the statutory job-finding agencies. During the period of the Project there was a steady decline in job opportunities on the open labour market for under 20s in the

South West. The total numbers of young people enrolled in the Project were :-

1977-78	2,561
1978-79	2,142
1979-80	5,100

The percentage of unemployed aged 16-20 years contacting Just the Job increased from 33% in 1977-78 to 41% in 1978-79 (no breakdown available for 1979-80). School children and young people in further education comprised 35% and 27%, and unemployed over 21 years 6% and 9%. The category 'not known/other' accounted for 26% and 23%. The higher proportion of 18 and 19 year olds responding to the Project in 1978/79 was accounted for by the previous involvement of a significant proportion in the MSC Youth Opportunities Programme.

Materials, Media and Methods

The three principal components used in the Project were television programmes, printed materials and counselling support.

The first series of television programmes comprised seven weekly 26-minute programmes (re-made as six 20-minute programmes in 1978 and fourteen 6-minute programmes in 1979-80) primarily aimed at arousing interest and as a springboard for further activity by the viewer. Viewers were invited to ring the Project using a Freefone telephone number. Printed materials comprised Jobhunter Kits which developed some of the themes of the television series, e.g. using the telephone, writing letters, handling job interviews, the Youth Opportunities Programme, etc. together with information on topics such as housing, legal advice, leaving home, health. Their style was informal, using magazine format with comic strips and illustrations. They contained activities designed to (a) increase awareness of services and facilities available in the area, and (b) develop skills necessary for job seeking and coping with unemployment. Kits could be obtained through widely-distributed pre-paid postcards as well as by telephone. Callers would also be given the opportunity of joining a local community group.

The network of volunteer counsellors supported young people in using the materials and offered them the chance to join a small local group with other unemployed young people. The 55 counsellors

recruited in the first year were supplemented by a further 45 in the second and third years. Following an initial training weekend, counsellors were supported by regular personal contact with Project staff, a newsletter and a Counsellor's handbook.

Creation, Production and Distribution of Materials

Television programmes were the responsibility of Westward Television. In the second and third years there was cooperation between the television company and the NEC which enabled the various components of the project to be closely integrated. Programmes were re-made from year to year and formats were revised in the light of the feedback on effectiveness. Transmission times varied, but peak viewing times were retained throughout.

Printed materials. Jobhunter Kits were compiled partly by Project staff and partly by specialist consultants; editing, design, production and printing were all carried out by the NEC in Cambridge. The Counsellor's handbook was written by consultants.

In addition to these major components, there were some programmes transmitted on local radio, and local newspapers were also used to publicise the Project more widely.

Organisation

The Just the Job Project was managed and controlled by the NEC's Project Team based at Dartington in Devon. The Project Team was responsible for liaising with the television company and with existing employment agencies, for producing written support material, for acting as the central Project referral point, and for supporting the network of volunteer counsellors. The Project Director was directly responsible to the NEC's Executive Director based in Cambridge. In addition, a Project Steering Group was constituted, consisting of representatives from the MSC and the NEC. In practice, the Steering Group had little influence on the decision-making process.

It was not clear which member of the MSC's staff had day-to-day responsibility to liaise with the NEC. In addition, in spite of the Commission's having evolved an area management board structure, the Project was 'controlled' by the MSC centrally. This situation created problems when it became necessary for the Project to apply for funding for further periods, thus preventing coherent forward planning.

Resources

Staff. The Project Team is described in the 'Organisation' section; its composition did not change significantly during 1977/80. The numbers of part-time volunteer counsellors employed are described under 'Materials, Media and Methods'.

Buildings. The Project was housed in rented accommodation.

Finance. The MSC funded the Project to the tune of £54,000 in 1977/78, £68,000 in 1978/79, and £76,000 in 1979/80. All costs relating to the television components were met by Westward Television.

Evaluation

Continuous feedback from the counsellors to the Project Team presented a clear picture of how the scheme was progressing, and contributed towards (1) substantial revision of materials which took place each year, and (2) the two evaluation studies of the Project. In the NEC's original grant application to the MSC a research officer was included in the staffing, but the post was commuted, and evaluation and monitoring in 1977/78 was undertaken by Project staff. Their interim report appeared in March 1978. An independent evaluation of the 1979/80 phase was made by a team from the University of Exeter Department of Sociology. Further evaluation work draws upon the complete three years of the Project operation has produced results which are in a number of cases at odds with those produced by the University of Exeter team.

The Open University, Walton Hall,
Milton Keynes MK7 6AA, U.K.

Telephone: Milton Keynes (0908) 74066
Telex: 825061

THE OPEN UNIVERSITY

THE MASS MEDIA AND DISTANCE TEACHING FOR BASIC ADULT EDUCATION IN EUROPE

A Study for the Commission of the European Communities

APPENDIX 2: DIRECTORY OF PROJECTS AND INITIATIVES

The directory includes, in addition to individual projects and initiatives, information on many of the institutions and organisations which have supplied information for the Study.

No attempt is made to describe in detail the structure of adult education provision in individual countries; the European Bureau of Adult Education's Directory of adult education organisations in Europe, third edition 1978, includes information of this kind on eight of the twelve countries of the enlarged Community; Belgium, Denmark, France, the Republic of Ireland, Italy, the Netherlands, West Germany and the United Kingdom.

BELGIUM

Adult education provision

The principle of cultural autonomy was established in 1970 as part of the Belgian constitution. The government department responsible for adult education for the Dutch community is the:

Ministerie van Nationale Opvoeding en
Nederlandse Cultuur, Bestuur voor Volksontwikkeling
en Openbare Lectuurvoorziening (Ministry of National
Education and Dutch Culture, Directorate for Adult
Education and Public Libraries),
Sainctelettesquare 13
B-1000 Brussel

Contact: The Director

The department responsible for provision to the French community is the:

Ministère de l'Education Nationale et de la
Culture Francaise
Direction Générale de la Jeunesse et des Loisirs
Galerie Ravenstein 4
B-1000 Bruxelles

Contact: Henry Ingberg, Conseiller adjoint, Responsable du Service audio-visuel.

Belgische Radio en Televisie (BRT) and Radiodiffusion-Télévision Belge (RTB) are autonomous institutions responsible for Flemish-language and French-language broadcasting respectively.

BRT
Auguste Reyerslaan 52
B-1040 Brussel

Contact: Jerome Verhaeghe, Head of Adult Education, or
Bert Hermans, Television

In 1975, BRT established an Adult Education Service which under the title 'Open School' organises courses, using a variety of different media, in the areas of vocational training and general education (secondary level).

RTB
52 boulevard Auguste Reyers
B-1040 Bruxelles

Contact: Holde Lhoest, Chef de Service ai-Direction générale

RTB established an 'Education Permanente' service in 1971 to provide vocational and other training programmes in cooperation with various agencies.

In addition to the national transmissions of RTB and BRT, television programmes are also widely distributed by cable by various private interests operating under license.

Projects and initiatives

When preliminary investigations for the current Study were being undertaken during mid 1980, neither the Ministries nor the broadcasting organisations were directly involved in any projects or initiatives relevant to the Study; nor were their representatives able to identify any projects or initiatives additional to the following:

Canal Emploi
49 Avenue des Tilleuls
B-4000 Liège

Contact: Fredy Jacquet

A project primarily aimed at unemployed in the Liège area, which seeks to reach its target audience through weekly television programmes transmitted by cable, and face-to-face workshops with specific groups. See also the case-study in Appendix 1.

Formation pour l'Université Ouverte
de Charleroi (FUNOC)
106 route de Mons
B-6031 Monceau-sur-Sambre

Contact: Paul Demunter, or
Christiane Verniers

A collective/community action project which identifies, analyses and provides for basic adult education needs through group work. Plans are currently being developed for using the mass media to support group work. See also the case-study in Appendix 1.

DENMARK

Adult education provision

Voluntary adult education is provided by county education authorities at further education centres under the direction of the:

Ministry of Education
Direktoratet for Folkeskolen,
Folkeoplysning, Seminarien m.v.
(Directorate for Elementary Schools,
Youth and Adult Education and Teacher
Training Colleges)
Frederiksholms Kanal 26
DK1220 København K

Contact: Knud Michelsen, Det
Internationale Kontor
(International Relations Division)

The Directorate is responsible for adult education courses and study circles which operate under the regulations of the Act on Leisure Time Instruction and the Act on Subject Teaching preparing for an examination. The latter Act gave county authorities responsibility for providing further education at further education centres.

Two national bodies with a coordinating function whose activities are of importance to basic adult education are:

Dansk Folkeoplysnings Samråd
(Danish Council for Adult Education)
Ny Kongensgade 4
DK1472 København K

Contact: The Director

The Council is a joint committee representing all national adult education associations.

Landscentralen for Undervisningsmidler
(National Institute for Educational Media)
Oernevej 30
DK2400 København NV

Contact: Mogens Elvius

The Landscentralen, which is responsible to the Ministry of Education, coordinates activities in the field of educational media

Danmarks Paedagogiske Bibliotek
Lersoe Parkalle 101
DK2100 København OE

Contact: Mikael Soegaard-Larsen,
librarian responsible for
adult education

The specialist library responsible for all material to do with education and educational psychology. Publicly financed and linked to the National Library.

Broadcasting

Danmarks Radio (Undervisningsafdelingen)
Islands Brygge 81
DK2300 København S

Contact: Harald Engberg-Pedersen
(Head of Educational
Broadcasting) or
Peter Olaf Looms.

Danmarks Radio is a public corporation which has the monopoly of sound and television broadcasting. Its Educational Broadcasting Department is totally financed by the Ministry of Education.

Projects and initiatives

Dansk for voksne
(Danish for adults)

Contact: Peter Olaf Looms,
Danmarks Radio

A multi-media project aiming to provide compensatory education for adults with a limited educational background. The conception, planning and implementation of the project between 1975 and 1980 involved the Ministry of Education, the education authorities and further education centres in three counties, and the Educational Broadcasting Department of Danmarks Radio. See also the case-study in Appendix 1.

Two additional projects which are not so directly relevant to the Study as Dansk for voksne, but which are included because they have been launched as cooperative undertakings using a variety of media are:

Laere for livet
(Learning for life)

Contact: The Director,
Dansk Folkeoplysnings Samråd

A two year project designed to stimulate debate on the U-90 education plan (published 1978) for the development of Danish education up to 1990

Et bedre liv
(A better life)

Contact: Harald Engberg-Pedersen,
Danmarks Radio

A project on health education employing trained animateurs as well as television, radio and various types of printed material.

EIRE

Adult education provision

The Department of Education is responsible for general education and for vocational education, but a total of nine Ministries have some degree of responsibility for particular aspects of adult education. At local level, the county is the unit for provision of educational services.

AONTAS
National Association of Adult Education
14 Fitzwilliam Place
Dublin 2

Contact: Micheal O Murchu, Director

AONTAS is the National Association of Adult Education; its corporate members are both voluntary and statutory adult education agencies. Both voluntary and statutory organisations play a vital part in adult education provision in the Republic.

Broadcasting

The Irish national broadcasting organisation is

Radio Telefis Eireann (RTE)
Donnybrook
Dublin 4

Contact: Liam O Murchu, Assistant to the Director-General

RTE is a statutory autonomous corporation. It does not run an adult education programme, but in the late 1970s its Education Department was involved in the creation of a series of radio programmes whose objective was to help tutors by describing what was involved in the work of teaching adults to read.

Projects and initiatives

None identified.

FRANCE

Adult education provision

The Ministry of Education is responsible for the provision of adult education in France through its network of educational establishments. It has created a number of institutions to support its policy at national and at regional level. These include the:

Centre National de Documentation Pédagogique (CNDP)
29 rue d'Ulm
75230 Paris Cedex 05

CNDP is involved in the production of audio-visual material and the promotion of modern teaching techniques as well as in documentation work.

Contact: P. Guigue, Directeur adjoint, or Viviane Glikman, Chef de la Division des Evaluations

Another institution which is part of the Ministry of Education and which is involved in all levels of education in France is the:

Centre National d'Enseignement par Correspondance (CNEC)
60 boulevard du Lycée
92171 Vanves Cedex

CNEC's correspondence teaching programmes include courses in basic adult education. See the Projects and initiatives section.

Contact: The Director

Other Ministries (including Agriculture, Culture and Environment, and Labour) and national organisations are responsible for provision in particular, specialised areas. A joint committee representing the Ministries engaged in adult education is responsible for policy decisions. Its directives are implemented by the Ministry of Labour and the:

Secrétariat d'Etat chargé de la Formation Professionnelle
55 rue St. Dominique
75007 Paris

The Secrétariat studies the implementation of vocational training policy, coordinates training programmes at regional level, and deals with requests for funds or accreditation.

Contact: Alain Flageul

In addition, voluntary organisations have traditionally been involved in many different aspects of adult education provision.

Broadcasting

The French radio and television broadcasting service operates nationally and regionally under the general supervision of:

TéléDiffusion de France (TDF)
21-27 rue Barbes
B.P. 518
92542 Montrouge Cedex

Contact: A. Cayet, Bureau de Prospective

One of the six organisations responsible to TDF is the:

Institut National de l'Audiovisuel (INA)
21-23 boulevard Jules-Ferry
75011 Paris

INA's functions include research and professional training

Contact: M. Bezie, Director of Professional Training

Projects and initiatives

Association Nationale pour les Télécommunications du Littoral et de la Mer (ANTELIM)
50 rue Saint-Ferdinand
75017 Paris

Contact: Yves Le Gall

ANTELIM comprises a communications network providing training support and information to sailors working from French ports through radio, audio and video cassettes and some printed material. It also serves the wives and families of sailors.

Centre de Télé-Promotion Rurale (TPR)
B.P. 47x Centre de Tri
38040 Grenoble Cedex

Contact: Marc Girardin, Co-directeur

TPR has operated since 1966, raising awareness among disadvantaged rural groups, and promoting specific actions. TV broadcasting is no longer used; videotapes, printed materials and various other non-broadcast materials are employed. See the case-study in Appendix 1.

Centre National de Télé-Enseignement
de Toulouse (CNEC)
109 rue Vauquelin
31051 Toulouse Cedex

Contact: Hélène Vabre

CNEC's Toulouse office presents 'pré-Formation' courses in French and Mathematics based on correspondence texts but also using a variety of other supporting media. See the case-study in Appendix 1.

Radio-Animation-Pêche (RAP)
54 avenue de la Perrière
56100 Lorient

Contact: Jean-Yves Le Norcy,
Director

RAP provides non-formal courses on themes of particular concern to fishermen employed in the North West of France. Printed materials, radio and audio cassettes are produced.

WEST GERMANY

Adult education provision

The Federal Ministries have some responsibilities in the area of adult education but the Länder have educational autonomy and their Ministries of Education and Culture and for Social Affairs have direct responsibility for adult education.

The Federal Ministry for Education and Science is the
Bundesministerium für Bildung und Wissenschaft (BMBW)
Stresemannstrasse 2
D-5300 Bonn 2

Contact: Ministerialrat Axel Vulpius

Throughout the Federal Republic is a network of Volkshochschulen, adult education centres of which most are run by local authorities. The Volkshochschulen are autonomous institutions, but in order to coordinate their activities and further their interests they have formed regional associations which have in turn created the:

Deutscher Volkshochschul-Verband e.v. (DVV)
Konstantinstrasse 100
D-5300 Bonn 2

Contact: The Director at Bonn, or
Gerd von der Handt or
Hans Tietgens
Pädagogische Arbeitsstelle
Holzhausenstrasse 21
D-6000 Frankfurt am Main

An organisation which is involved in developing curricula for distance teaching at various educational levels is the:

Deutsches Institut für Fernstudien (DIFF)
an der
Universität Tübingen
Wöhrdstrasse 8
D-7400 Tübingen

Contact: Karlheinz Rebel, Director

DIFF has been involved in the preparation of materials for the Quadriga-Funkkolleg as well as in setting up the Zeitungskolleg (see under Projects and Initiatives).

Broadcasting

There are two broadcasting systems in the Federal Republic:-

Arbeitsgemeinschaft der
Öffentlichrechtlichen
Rundfunkanstalten der Bundesrepublik
Deutschland (ARD)
Bertramstrasse 8
P.O.B. 3111
D-6000 Frankfurt am Main

Contact: Ernst Emrich (radio) or
Walter Flemmer (television)
Bayerischer Rundfunk
Postfach 200 508
D-8000 München 2

ARD is a union of broadcasting corporations transmitting regionally.

Zweites Deutsches Fernsehen (ZDF)
Postfach 4040
D-6500 Mainz 1

Contact: Ingo Hermann

ZDF is the only nationwide station producing and transmitting only television programmes

Several broadcasting corporations are involved individually in multi-media adult education projects:

Bayerischer Rundfunk (BR)
Postfach 200 508
D-8000 München 2

Contact: Horst Weise, Head of Foreign Languages (television)

The major projects initiated by this corporation include Telekolleg, teaching through television, print and 'college days', offering secondary and post-school technical courses. BR has also collaborated at international level in the planning and production of 'Follow Me', a course designed to teach English as a foreign language, with the BBC, the DVV and with Norddeutscher Rundfunk.

In addition, BR is the base of the:

Internationales Zentralinstitut für das
Jugend - und Bildungsfernsehen
(address as above)

Contact: Paul Löhr, Direktor, or
Manfred Meyer

It is hoped that a future research activity of the Zentralinstitut will be the compilation of a substantial bibliography on the use of broadcasting media in post-school education.

Norddeutscher Rundfunk (NDR)
Gazellenkamp 57
D-2000 Hamburg 54

Contact: Gerhard Vogel

NDR has collaborated in the production of 'Follow Me', and with the Adolf-Grimme-Institut and Hessischer Rundfunk in the production of materials for 'Erziehen ist nicht Kinderleicht'.

Westdeutscher Rundfunk (WDR)
Wallrafplatz 5
Postfach 10 19 50
D-5000 Köln 1

Contact: Herr Teckentrup

WDR is planning multi-media projects for migrant workers and their children.

In order to consolidate cooperation between adult education institutions and educational broadcasting authorities, the Adolf-Grimme-Institut des DVV has been established.

Adolf-Grimme-Institut des DVV (AGI)
Eduard-Weitsch-Weg 25
D-4370 Marl

Contact: Peter von Rüden, Direktor

The AGI is involved in the production of courses for parents of young children and for elderly and retired people. For further details see the Projects and initiatives section.

Projects and initiatives

DIFF-Zeitungskolleg
Neckarhalde 55
D-7400 Tübingen

Contact: Jost Reischmann

Zeitungskolleg offers courses for adults, using series of articles printed in newspapers throughout the Federal Republic, supplemented by printed readers. See also the case-study in Appendix 1.

Adolf-Grimme-Institut des DVV (AGI)

Contact:
'Erziehen ist nicht Kinderleicht' - Peter von Rüden

'Un Ruhestand' - Manfred Borchert, Karin Derichs-Kunstmann, or Margret Hamann

'Erziehen ist nicht Kinderleicht' ('Parenthood is no child's play') is designed to help parents of young children, and makes use of television and printed materials. The same media are employed in 'Un Ruhestand', a course addressed at the problems of elderly and retired people.

GREECE

Adult education provision

Within the Ministry of National Education and Religion, as the result of radical reforms during 1976-77, a Directorate of Adult Education is entrusted with responsibility for Greece's extensive network of regional and local adult education provision. The Directorate implements the policies of the Central Committee of Adult Education.

Ministry of National Education and Religion
Adult Education Directorate
15 Hermou Street, 4th Floor
Athens

Contact: P. Kehayopoulos, Director

Broadcasting

Ethnikon Idryma Radiophonias Tileorassis (EIRT, the National Radio Broadcasting and Television Institute) is a state-controlled public body. There are several privately owned commercial radio stations, but EIRT is the only television broadcasting company. It has so far not proved possible to elicit any up-to-date detailed information on education provision from EIRT.

Projects and initiatives

None identified.

ITALY

Adult education provision

The Italian Government has since the 1950s developed the provision of adult education as a public service, although voluntary organisations, broadcasting systems and various other bodies contribute significantly. There is a trend towards decentralization to the regions.

The Ministry of Public Education is responsible for adult education, but other Ministries undertake professional and technical training.

Ministero della Pubblica Istruzione
(Ministry of Public Education)
Direzione Generale per l'Istruzione
Elementare
Viale Trastevere
00100 Roma

Contact: Michele Aurelio Sinisi,
Director General

Amongst the considerable number of initiatives in the area of social education, one of the oldest and best established is the:

Unione Nazionale per la Lotta contra Analfabetismo (UNLA)
(National Union for the Struggle against Illiteracy)
Palazzo della Civilta del Lavoro
00144 Roma

Contact: Anna Lorenzetto, President,
or Antonietta Leggeri

UNLA has established a wide network of adult education centres in Southern Italy and in the Islands; many cultural and educational activities are undertaken in these centres. The Centres undertake small-scale projects employing some audio-visual media but not mass media.

Broadcasting

In 1976, Radiotelevisione Italiana (RAI) lost its monopoly of radio and television broadcasting in Italy. The number of local radio stations had grown by 1979 to over 3,500, and there were also more than 500 television stations. None of the new stations has been involved in a project or initiative relevant to the current Study.

Radiotelevisione Italiana (RAI)
Viale Mazzini 14
00195 Roma

Contact: Paolo Gonnelli,
Education Department

RAI in spite of its success in the 1960s with experiments such as the Telescuola instructional courses and, in particular, the adult literacy course 'Non e mai troppo tardi', has not introduced any further basic adult education courses.

Projects and initiatives

None identified.

LUXEMBOURG

Adult education provision

It has not proved possible to elicit a response from the Ministère de l'Education Nationale concerning adult education provision in the Grand Duchy. It is assumed that no projects or initiatives relevant to the Study operate in Luxembourg.

Broadcasting

Both television and radio broadcasting are controlled by the privately-owned Compagnie Luxembourgeoise de Télédiffusion, known as Radio-Télé-Luxembourg, whose finances are derived from advertising revenues. There is no separate educational broadcasting department, and although certain progammes are aimed at groups such as immigrant workers and the unemployed, these take the form of information programmes rather than courses.

Radio-Télé-Luxembourg
Villa Louvigny
Luxembourg

Contact: Nic Weber
Directeur International
Direction Générale
Presse et Publications.

Projects and initiatives

None identified.

NETHERLANDS

Adult education provision

Formal adult education is overseen by the Ministry of Education and Science, as is correspondence education and part-time education for young workers. The responsibility for policy in the field of adult education provided by local educational centres for liberal adult education, by voluntary organisations and by residential centres rests with the Ministry of Culture, Recreation and Social Welfare. This Ministry has also the final responsibility for broadcasting, including educational broadcasting. Adult schooling and (re)training in relation to the labour market is the concern of the Ministry of Labour, and also of some other Ministries, such as Agriculture and Economic Affairs. The three Ministries, of Culture, Recreation and Social Welfare, of Education and Science and of Labour, are working together in the Interdepartmental Steering Group on Adult Education, under the direction of the Minister of Education and Science, who is also Coordinating Minister of Adult Education (since 1978).

In practice adult education programmes are carried out by autonomous, mostly private, institutions. These institutions are united in national coordinating bodies. The most important are:

Samenwerkingsorgaan N.C.V.O (for liberal adult education)
P.O. Box 351
3800 AJ Amersfoort

Contact: The Director

This is an umbrella organisation for the Folk Universities, local centres for liberal adult education, Folk High schools and other residential centres, etc.

VAN/VREDA (for formal education in day and evening schools for adults)
Postbus 162
3440 AD Woerden

Contact: The Director

Broadcasting

Both radio and television broadcasting are carried out by private organisations and groups, licensed by the government through the Ministry of Culture, Recreation and Social Welfare, and working together through an umbrella organisation.

Nederlandse Omroep Stichting
P.O. Box 10
1200 JB Hilversum

Contact: Kees van der Haak, Head General Broadcasting Policy Group, or Henk Jurgens, Secretary, Commission on Instructional Broadcasting

The broadcasting organisations, of which there are currently eight, are associations of listeners and viewers sharing particular cultural, religious or political interests. Each organisation is required to present a proportion of educational programmes.

Two additional institutions with primarily educational objectives are:

Teleac Foundation
Jaarbeursplein 15
P.O. Box 2414
3500 GK Utrecht

Contact: H.J. van Schalkwijk, Director, or René Reniers (Open School television producer)

Teleac (the Television Academy) produces television programmes with accompanying printed materials for various audiences, including the Open School. Recently, Teleac has also been licensed for some radio broadcasting.

Radio Volksuniversiteit
Laan van Meerdervoort 90
The Hague

Contact: The Director

The People's University has presented radio courses for many years on a relatively small scale.

A new national body, the Federation or Foundation for Educational Broadcasting, is proposed by the Ministry of Culture, Recreation and Social Welfare, to control adult education broadcasting, but its precise functions are not as yet known.

Projects and initiatives

In the 1970s three advisory committees were set up by National Government: on Open School, on Local/Regional Educational Networks and on Paid Educational Leave. As a result of proposals of the Open School Committee in 1976/1977, Open School pilot projects began in 14 locations in order to develop better learning facilities for adults who in their early years had not progressed beyond, or had not even completed, primary school. In mid 1981, these pilot projects will be replaced by 30 introduction projects in which the results of the pilot projects are taken over by existing institutions of formal and

liberal adult education. Besides these projects, other kinds of development projects will also start:

- on literacy
- on basic education for cultural minorities
- on basic vocational education, and
- on local/regional educational networks and regional advisory centres.

For each of these development projects a national project group has been established. The five project groups are working together in the Coördinatiegroep Landelijk Projectenbeleid Volwassenen Educatie (Coordination Group for National Projects in Adult Education)

Contact: Ger van Enckevort
General Secretary (whose address is the current Open School address)
Laan van Vollenhove 3227
3706 AR Zeist

PORTUGAL

Adult education provision

Within the Ministry of Education, the Directorate responsible for adult education in Portugal is the Direcção-Geral de Educação de Adultos (DGEA)

Direcção-Geral de Educação de Adultos (DGEA)
Avenida 5 de Outubro 35 7º
Lisboa

Contact: Lucas Estevão, Director General, or Silva Pereira

DGEA has been charged with implementing a National Plan for Literacy and Basic Education for Adults (PNAEBA).

A team of adult education specialists from Sweden, based in the Department of Education, Linköping University, have been engaged since the late 1970s in building up institutions for adult education at two Portuguese universities and in providing assistance to DGEA.

The Portugal Project
Linköping University
Department of Education
S-581 83 Linköping
Sweden

Contact: Johan Norbeck

Broadcasting

Radiodifusão Portuguesa, E.P. (RDP)
Avda Eng. Duarte Pacheco 5
Lisboa

Contact: President of the Administrative Committee

Founded in 1975 after the nationalization of nine radio stations and their merger with the existing national broadcasting company. RDP also broadcasts at regional level. There are also several private radio stations transmitting in Portugal.

Radiotelevisão Portuguesa, E.P. (RTP)
Rua de S. Domingo a Lapa 26
Lisboa

Contact: President of the Administrative Committee

Founded in 1956, RTP was nationalized in 1975.

Projects and initiatives

No individual projects have been singled out for the purposes of the Study; the work of the DGEP and DGEA in responding to popular demands for basic adult education has been regarded as one initiative.

SPAIN

Adult education provision

A separate Department of the Ministry of Education is responsible for permanent education for adults and for education at a distance.

Gabinete de Educacion Permanente de Adultos y Educacion a Distancia
Paseo del Prado 28-8º
Madrid 14

Contact: Francisco Moron Domingues, Jefe del Gabinete

This Department administers adult education centres throughout Spain, and also publicly and privately run distance teaching organisations.

Spain has established distance teaching institutions at three levels, higher education (Universidad Nacional de Educacion a Distancia), bachillerato (Instituto Nacional de Bachillerato a Distancia), and basic education (Centro Nacional de Educacion Basica a Distancia, CENEBAD)

Broadcasting

Radiotelevision Española controls and coordinates radio and television in Spain. Television Española is the only television company, but there are many commercial radio stations. Radio ECCA (see Projects and initiatives) is in the unusual position of being the only non-commercial radio station in the COPE network which comprises around 40 stations.

Radiotelevision Española
Prado del Rey
Madrid 11

Contact: Fernando Labrada, Jefe del Servicio General de Documentacion

Projects and initiatives

CENEBAD
Sagasta 27
Madrid 4

Contact: Antonio Lopez Pavon, Director

Now in its second year of operation, CENEBAD provides courses at all levels of basic education for adults as well as for children unable to attend schools. CENEBAD is developing printed materials and audio cassettes, and may have the opportunity to produce radio programmes in the near future.

Radio ECCA
Av. de Mesa y Lopez 38
Aptdo 994
Las Palmas de Gran Canaria
Canary Islands

Contact: Luis Espina Cepeda,
Director

ECCA is a distance teaching institution using print, radio and face-to-face tutorials. It now operates in all the provinces of Spain, and the system is used in several central and South American countries. See also the case-study in Appendix 1.

UNITED KINGDOM

Adult education provision

National government involvement in adult education in England and Wales is strictly limited to the supply of finance and advice, determination of regulations in matters of organisation, and the orchestration of the activities of various agencies. The Department primarily involved is the Department of Education and Science, but the Department of Employment (through the Manpower Services Commission and its Training Services Division and Special Programmes Division) is also active in adult education.

Information Department
Department of Education and Science
Elizabeth House
York Road
London SE1 7PH

Contact: Chief Information Officer

Over the whole of England and Wales, local authorities and voluntary bodies provide adult education facilities and services. In Scotland, the Scottish Education Department grant-aids various approved associations concerned with educational and cultural activity, and its inspectors have a wide range of responsibilities. Adult education has been combined with the much more extensive provision of Youth and Community work services. Local education authorities are responsible for adult education provision.

Scottish Education Department
New St. Andrews House
St. James Centre
Edinburgh EH1 3SY

Contact: J.J. Farrell, Assistant Secretary, Community Further Education Division

In Northern Ireland the principal providers of adult education are several university departments together with the Workers' Educational Association. A Council for Continuing Education has been established to advise the Department on matters relating to continuing education.

Department of Education
Rathgael House
Balloo Road
Bangor
County Down BT19 2PR

Contact: C.W.L. Graham, Principal Officer, Continuing Education

Advisory Councils have similarly been established in England and Wales, and in Scotland:

Advisory Council for Adult and Continuing Education (ACACE)
19b De Montfort Street
Leicester LE1 7GE

Contact: John Taylor, Secretary

The Department of Education and Science set up ACACE to determine priorities, advise providers and policy makers, and to promote innovative pilot experiments.

Scottish Council for Community Education
c/o Scottish Education Department
113 Rose Street
Edinburgh

Contact: Sir Fraser Noble, Chairman

The SED set up the Council in 1979 with similar functions to those of ACACE in England and Wales.

Two national bodies which promote cooperation and coordination amongst providers of adult education are:-

National Institute of Adult Education
19b De Montfort Street
Leicester LE1 7GE

Contact: Alan Charnley, Senior Research Officer, or Elaine Pole, Librarian

An independent body financed by its members, the statutory and voluntary organisations providing adult education, and supported by government grant. The Institute acts as a centre of information, and publishes professional literature. Its facilities include a computerized data-base on various aspects of adult and continuing education.

Scottish Institute of Adult Education
4 Queensferry Street
Edinburgh EH2 4PA

Contact: Vernon Smith, Director

The Institute operates as an information and documentation centre, produces publications, and promotes new initiatives and innovative projects.

Following the Adult Literacy Campaign during the latter half of the 1970s, the organisations whose prime concern was adult literacy have been given a broader remit:

Adult Literacy and Basic Skills Unit (ALBSU)
Kingsbourne House
229-231 High Holborn
London WC1V 7DA

Contact: Alan Wells, Director, or
Elspeth Cardy, Field Consultant

ALBSU is particularly concerned with the promotion of special projects in all areas of basic adult education at a local level.

Scottish Adult Basic Education Unit
4 Queensferry Street
Edinburgh EH2 4PA

Contact: Vernon Smith, Director

The Unit offers a range of training and consultancy services and provides funding for development projects.

Northern Ireland did not set up a special literacy unit because it did not receive special funding, but a working party (now succeeded by a Liaison Group) was formed by the Department of Education to coordinate the work of the various agencies already active in the adult literacy field and to make some additional provision through the Education and Library Boards.

Northern Ireland Literacy Liaison Group
c/o Department of Education
Rathgael House
Balloo Road
Bangor
County Down BT19 2PR

Contact: Jean Whyte, Department of Psychology,
Queens University of Belfast
Belfast BT7 1NN

Other organisations actively concerned with basic adult education include:

National Extension College (NEC)
18 Brooklands Avenue
Cambridge CB2 2HN

Contact: Richard Freeman,
Executive Director

NEC is a non-profit distributing organisation which has been involved in the planning and production of a number of basic adult education courses, including 'Just the Job' and 'Make it Count' (see Projects and initiatives section).

The Volunteer Centre Media Project
29 Lower King's Road
Berkhamsted
Herts HP4 2AB

Contact: Mike Hodgkinson

The Project was set up in 1977 to collect and disseminate information on initiatives in the general area of community involvement through television and radio, and to monitor activities generally, encouraging research where it is seen to be needed.

Broadcasting

Sound radio and television broadcasting services are provided by the British Broadcasting Corporation (BBC), an autonomous non-profit making public corporation. Television broadcasting services are also provided through the Independent Broadcasting Authority (IBA), which is also responsible for the operation, through a number of independent companies, of local radio broadcasting stations. The BBC's domestic radio services are provided through national channels and by local stations. There are also services for the national regions of Scotland, Wales and Northern Ireland.

The BBC and IBA and the various independent companies working with an IBA franchise, work closely together in the field of education to avoid duplication of effort and resources. The study of BBC audience needs and responses is entrusted to its Continuing Education Officers. In addition, important policy issues and recommendations of the programme committees are considered by the Continuing Education Advisory Council. The IBA is advised on adult education by an Adult Education Committee, which is in turn responsible to the IBA's Educational Advisory Council.

Both the BBC and the independent companies have been involved in recent years in collaborative development with outside agencies of projects and courses relating to basic adult education. A selection of these projects and courses are described below:

British Broadcasting Corporation (BBC)
Broadcasting House
London W1A 1AA

Contact: Don Grattan, Controller,
Educational Broadcasting

Independent Broadcasting Authority (IBA)
70 Brompton Road
London SW3 1EY

Contact: L.C. Taylor, Head of Educational Programme Services,
or Naomi McIntosh, Senior Commissioning Editor, Channel 4.

Projects and initiatives

This section contains references to a few examples of major courses and projects which are operating, or which have operated, in the United Kingdom. Not all are concerned solely with basic adult education; this selection has been made to demonstrate the range of available courses in the United Kingdom. Further information on these courses and projects, together with details of many others, can be found in the publications listed in the Select Bibliography. In those instances where no contact is listed, correspondence should be addressed to the BBC and IBA contacts listed above.

Adult Literacy Campaign

Contact: Alan Charnley, Senior Research Officer,
National Institute of Adult Education
19b De Montfort Street
Leicester LE1 7GE
or ALBSU (see above in the 'Adult education provision' section)

Large-scale campaign involving the government (via the Adult Literacy Resources Agency), the BBC and the local education authorities. Television and radio broadcasting have been employed together with print and audio-visual materials, a referral service, and volunteer tutors. See also the case study in Appendix 1.

Just the Job Project

Contact: Barry Deller
Media Services Unit
National Extension College
46A Fore Street
Ivybridge
Devon PL21 9AE

The National Extension College and Westward Television collaborated in the production and presentation of television programmes and printed materials aimed at unemployed youth in the South West of England. See also the case-study in Apperdix 1.

Lets go

A BBC television and radio based course for moderately mentally handicapped young adults and those who have to deal with them.

Make it count

A numeracy project based on television broadcasts and print materials launched by Yorkshire Television and the National Extension College.

Open University Community Education Courses

Contact: Nick Farnes
Academic Coordinator,
Community Education
The Open University
Sherwood House
Sherwood Drive
Bletchley
Milton Keynes MK3 6HW

or Judith Calder
Institute of Educational Technology
The Open University
Walton Hall
Milton Keynes MK7 6AA

The Open University in collaboration with various external agencies has produced several non-degree courses in the area of community education. See the case-study in Appendix 1.

Other people's children

A BBC television based course with backup printed material, aimed at childminders, particularly those who were unregistered.

Parosi

A BBC project based on television and supplemented by local radio broadcasts, designed to help and encourage Asian women to learn English.

Roadshow

Television-based BBC project for young unemployed, designed 'to encourage young people to contact and make better use of sources of help and opportunity in their own locality', and involving extensive cooperation with external agencies.

Speak for yourself

BBC television and radio based course begun in 1980 which seeks to help all larger non-English speaking racial groups in the United Kingdom with language problems and with handling of a wide range of social, personal and educational problems.

Trade union studies

A BBC television project drawing attention to and explaining policy issues facing trade unionists in local bargaining and national union decision making, planned and executed in collaboration with the Trades Union Congress Education Service and the Workers' Educational Association.

The Open University, Walton Hall,
Milton Keynes MK7 6AA, U.K.

Telephone: Milton Keynes (0908) 74066
Telex: 825061

THE OPEN UNIVERSITY

DISTANCE EDUCATION
RESEARCH GROUP

THE MASS MEDIA AND DISTANCE TEACHING FOR BASIC ADULT EDUCATION IN EUROPE

A Study for the Commission of the European Communities

APPENDIX 3 : A SELECT ANNOTATED BIBLIOGRAPHY

The following bibliography contains references to a selection of documents relating to individual projects and initiatives in the countries which the Study encompasses. In addition, references to documents which contain information on national provision in basic adult education are included in an attempt to place the individual projects and initiatives in context.

Various factors have influenced the length of the national entries, including the number of projects and initiatives which have been identified in a particular country, the number of documents which individual projects have generated, the nature of the response from the project contact, and the accessibility of non-commercially produced documents.

The accuracy of the references is also affected by external factors; it has not been possible during the short duration of the Study to collect all the documents to which references have been received or traced, and not all the references supplied were complete or susceptible to completion through conventional bibliographical sources.

The two publications listed below have been referred to very frequently during the compilation of the bibliography and the directory.

EUROPEAN BUREAU OF ADULT EDUCATION (1978) Directory of adult education in Europe, 3rd edition (4th edition scheduled for publication in late 1981), Amersfoort, EBAE. The directory systematically describes adult education provision in 13 Western European countries, and includes addresses and functions of national, regional and local organisations and institutions in each country.

UNESCO (1975) World Communications: a 200-country survey of press, radio, television and film, London, Gower Press. Although the book is six years old and the information it contains is even older, if used with care this is still a valuable work of reference.

In addition, the following publications were particularly valuable at the outset of the Study, when plans were being formulated and projects and initiatives were being sought.

F.J. BERRIGAN (1977) Access: some western models of community media, Paris, Unesco

R. CHANIAC, P. FLICHY and M. SAUVAGE (1978) Les radios locales en Europe, Paris, La Documentation Française

COUNCIL OF EUROPE publications; an extensive search was undertaken in Strasbourg

EUROPEAN BUREAU OF ADULT EDUCATION (1977) Adult education and the multi-media systems. Report of Brussels conference, 1976. Amersfoort, EBAE

EUROPEAN CENTRE FOR THE DEVELOPMENT OF VOCATIONAL TRAINING (CEDEFOP) (1979) Continuing education and training: file of innovations in the E.C. member states, Berlin, CEDEFOP

BELGIUM

National basic adult education provision

'Education permanente' has been the subject of many publications in Francophone countries in recent years. These include two 'Cahiers JEB' published by the Direction Générale de la Jeunesse et des Loisirs of the Ministere de l'Education Nationale et de la Culture Francaise,

A. GRYSPEERDT et al (1977) Les organisations d'éducation permanente pour adultes (JEB 7/77), which surveys current provision in Belgium and its use by adults, and

A. PONCIN-LEGRAND et al (1979) L'éducation permanente en Belgique (JEB 2/79), which is concerned with the legal status of 'éducation permanente'.

Projects and initiatives

Canal Emploi

This project has produced a number of documents reviewing its activities. These include:-

Animation et sensibilisation des travailleurs de la région liègeoise (1977), which states the objectives of the project

L'operation de Remise a Niveau des Connaissances entreprise par le Foyer Culturel du Sart-Tilman (1979), and Operation de Remise a Niveau des Connaissances: programme des activités de formation (1981), reviewing the needs of the target groups and the organisation and content of courses

Canal-Emploi- une institution de formation permanente au service des travailleurs privés d'emplois de la région liègeoise (1979), presenting a detailed account of the project's history, activities and resources, and

Programme proposé lors des stages de formation organisés par Canal Emploi (1980)

Formation pour l'Université Ouverte de Charleroi (FUNOC)

The development of this project is well documented. The following represents a selection of available accounts:

P. DEMUNTER, 'L'éducation permanente en Belgique', Contradictions, No. 21, 1979, pp 7-25, concisely describes the national context in which the project has developed. This issue of Contradictions also contains P. DEMUNTER, 'Les aléas d'un projet d'université au service des travailleurs: l'université ouverte de Charleroi', pp 27-46, and

VERNIERS, 'L'action Collective de Formation a Marchienne (Charleroi)', pp. 49-75.

The article by Verniers referred to above is published in substantially the same form in one of a series of monographs, Collection 'Education des Adultes', published by FUNOC. Other titles in the series include:

P. DEMUNTER (1977) Le projet d'Université Ouverte de Charleroi et les experiences pilotes de 1976 (No. 1)

P. DEMUNTER, A. QUEVIT and C. VERNIERS (1978) L'université de la 'seconde chance': concept et réalisations (No. 2)

P. DEMUNTER (1979) La démarche de sensibilisation dans l'experience-pilote de Charleroi (No. 3)

P. DEMUNTER (1979) Le district socio-educatif et culturel (No. 4)

EQUIPE DE PARIS IX DAUPHINE, B. SCHWARTZ et al. (1980) Les actions socio-éducatives et culturelles en direction des jeunes défavorisés et le district (No. 6)

A. CATTIEZ (1980) Recherche-action sur les conditions de formation des chômeurs de faible niveau de scolarisation (No. 7)

P. DEMUNTER (1980) L'Université Ouverte: un projet socialiste (No. 8)

P. DEMUNTER (1981) Les travailleurs sans emploi et la formation (No. 9)

Two publications in the 'Cahiers JEB' series referred to at the beginning of the Belgium section are devoted to the project. These are:

J. DEBELLE, P. DEMUNTER and I. HECQUET (1975) Une université ouverte a Charleroi (JEB 1/75), and

P. DEMUNTER, A. QUEVIT and C. VERNIERS (1976) Université ouverte: lecons des éxperiences pilotes (JEB 7/76)

DENMARK

National basic adult education provision

A detailed account of education provision at all levels in Denmark appears in a publication of considerable importance which is available in an English translation:

> CENTRAL COUNCIL OF EDUCATION (1978) U-90: Danish educational planning and policy in a social context at the end of the twentieth century, Copenhagen, Ministry of Education

Two reports whose findings are significant in relation to the planning of the Danmarks Radio 'Dansk for voksne' project are:

> D. BUNNAGE and B. HEDEGAARD (1978) Voksenuddannelse, Copenhagen, Teknisk Forlag. This report on adult education, published for the Danish National Institute of Social Research, examines the educational activity, educational background and educational wishes of the Danish adult population in the mid-1970s. There is an English summary.
>
> K. MØRCH JACOBSEN (1979) Erfaring fra - og praksis i - forsøg med opsøgende virksomhed. Uddanddelseråadat for ungdoms - og voksenundervisning m.v., Copenhagen, Undervisningsministeriet. This report describes experiments involving outreach activities undertaken by adult education associations in Denmark.

Projects and initiatives

Dansk for voksne

A major evaluation report has recently been published by Danmarks Radio:

> E.A. OLSEN, P.O. LOOMS and F. KJAERUM (1980) Dansk for voksne: rapport om projektet, Copenhagen, Danmarks Radio.

The case-study in Appendix 1 is written by Peter Olaf Looms, Educational Planning and Evaluation Officer of Danmarks Radio's Educational Broadcasting Department.

EIRE

National basic adult education provision

Current developments in adult education in the Republic are reported in the quarterly AONTAS Newsletter

RADIO TELEFIS EIREANN (1979) Report of Advisory Committee on Educational Broadcasting, Dublin, RTE. The Report includes all levels of education and makes recommendations on the extension of RTE's range of adult education programmes on both radio and television.

K. KELLEHER, 'Helping adults to read', European Bureau of Adult Education Newsletter, no.3/4, Oct.1978, pp.26-27. A description of RTE's involvement in the 'Helping adults to read' course.

Projects and initiatives

None identified.

FRANCE

National basic adult education provision

The adult education system in France is closely examined in :

P. BESNARD and B. LIETARD (1977) Adult education in France, Prague, European Centre for Leisure and Education. The authors review adult education under three subsystems; school, vocational, and voluntary.

Two journals which are regular sources of information on current developments in adult and continuing education are:

Education permanente, published 5 times per year by the Agence National pour le Développement de l'Education Permanente (ADEP), 21-23 rue de la Vanne, 92120 Montrouge, and

Télé-formation, published bi-monthly by the Centre National de Documentation Pédagogique (CNDP), which also lists programmes and courses currently available. Another aspect of CNDP's activities is succinctly described in:

V. GLIKMAN, 'A brief review of current multi-media programmes of the C.N.D.P.', European Bureau of Adult Education Newsletter, No. 3/4, Oct. 1978, p 7.

Projects and initiatives

Association Nationale pour les Télécommunications du Littoral et de la Mer (Antélim)

Many aspects of the work and organisation of Antélim are described in its own publication Antélim: un réseau, des stages, des productions, des services. The first major report produced by Antélim (in cooperation with the Institut National de l'Audiovisuel and Radio France Internationale) is Dossier sur la communication des gens de mer et du littoral, published in 1978.

Centre de Télé-Promotion Rurale (TPR)

Throughout its relatively long history, TPR has been extensively documented. A considerable number of reports, including evaluations, have been written about each of the centres in France where TPR has been based. The following examples, which represent only a small selection, were issued by TPR except where another publisher is quoted:

P. BOISSEAU, M. GIRARDIN and P. AUGAGNEUR (1975) Télé-Promotion-Rurale Rhône-Alpes-Auvergne: rapport d'évaluation

CENTRE TPR RHONE-ALPES-AUVERGNE (1977) L'utilisation du film T.P.R. pour l'animation des groupes agricoles

C. HERMERLIN and A. CIPRA (1977) L'expression collective des agriculteurs dans le cadre de la Télé-Promotion-Rurale

T. DEHESDIN (1979) L'utilization des films comme support pédagogique en milieu rural. Thèse de doctorat de 3ème cycle de sociologie rurale, Nanterre, Université de Paris X

Centre National d'Enseignement par Correspondance (CNEC)

The following references are to some of the most important documents which have been produced by and/or about CNEC:-

B. RAVANEL (1976) Description du système et analyse quantitative de son impact au 1er février 1976, Paris, OFRATEME et al.

R. BOURDONCLE et al (1977) Le public des inscrits aux unités de formation Préformation, Paris, CNDP et al.

A. PAASCHE and M. DOUST (1977) Connaissance des inscrits aux cours par correspondance du système téléformation, Paris, CNDP et al

A. PAASCHE (1979) Les unités de formation du C.N.T.E., Paris, CNTE

H. VABRE (1980) Présentation du projet de préformation, Toulouse, CNTE.

Radio-Animation-Pêche (RAP)

An analytical survey of the work of RAP has recently been published:

INSTITUT NATIONAL DE L'AUDIOVISUEL (1979) Radio Animation Pêche: expertise professionnelle, Paris, INA

WEST GERMANY

National basic adult education provision

A clear account of German adult and continuing education provision appears in:

DEUTSCHER VOLKSHOCHSCHUL-VERBAND (1979) The German Volkshochschule - its position and function, Bonn, DVV Department for International Cooperation

Two other major institutions also publish accounts of their activities:

DEUTSCHES INSTITUT FÜR FERNSTUDIEN AN DER UNIVERSITÄT TÜBINGEN (DIFF) (1979) A brief survey, Tubingen, DIFF. DIFF is a prolific publisher of monographs and reports on distance education, but generally these are not relevant to the current Study.

ADOLF-GRIMME- INSTITUT Jahresbericht, reporting on the previous year's activities, and W & M Weiterbildung und Medien, a journal containing information on current developments, experiments, publications, etc.

Projects and initiatives

DIFF-Zeitungskolleg

The first account published of the planning of Zeitungskolleg is :

J. REISCHMANN, 'Das Zeitungskolleg als neue Form des offenen Lernens', Zt. Unterrichtswissenschaft, 1978, H.1, pp 24-30

The first project is described in:

G. DOHMEN, 'Das 'Zeitungskolleg'', Volkshochschule im Westen, 30, 1978, H.3, pp 116-18

A series of three articles describe the media and methods employed by Zeitungskolleg, and describe the experiences gained with the first programmes:

J. REISCHMANN, 'Das Zeitungskolleg - ein neues Modell offener Erwachsenenbildung', Das Forum: Zeitschrift der Volkshochschulen Bayerns, 1978, H.3/4, pp 20-26

J. REISCHMANN, 'Offene Lernformen im Medienverbund: Das Zeitungskolleg', Zeitschrift fur Weiterbildung in Rheinland-Pfalz, 1979, H.2, p 9

J. REISCHMANN, 'Zeitungskolleg', Weiterbildung und Medien, 1979, H.2, pp 20-22

An account by Jost Reischmann of the Zeitungskolleg from its establishment in 1977 up until 1980, entitled 'Zeitungskolleg: a new way in open adult education in West Germany' will appear in a forthcoming issue of the journal Distance education.

Jost Reischmann is also the author of the case study in Appendix 1

GREECE

National basic adult education provision

A series of papers relevant to the Study have been issued by the Directorate of Adult Education:

Adult education in Greece (1979)

Illiteracy (1978)

Organisation plan for lifelong education (1978)

Organisation plan of adult education in Greece (1978)

Projects and initiatives

None identified.

ITALY

National basic adult education provision

Two publications which survey, respectively, the development of adult education in Italy, and the facilities available, are:

F.M. de SANCTIS (1978) L'educazione degli adulti in Italia, Rome, Editoria Riunti, and

MINISTERO DELLA PUBBLICA ISTRUZIONE Direzione Generale dell'Educazione Popolare (1975) Educazione delle adulti: repertorio delle istituzioni operanti in Italia, Rome, Istituto Poligrafico dello Stato

More closely related to the subject of the current Study is:

A. LORENZETTO (1976) Lineamenti storici e teorici dell'educazione permanente, Rome, Edizioni Studium

Projects and initiatives

None identified.

The current state of broadcasting and of distance education in Italy are placed in a historical and political context in a report commissioned for the Study,

D. DOGLIO (1980) A report on the Italian situation

LUXEMBOURG

National basic adult education provision

It has not proved possible to elicit information concerning basic adult education provision from the Ministère de l'Education Nationale.

Projects and initiatives

None identified.

NETHERLANDS

National basic adult education provision

MINISTRY OF EDUCATION AND SCIENCE (1977) Contours of a future education system in the Netherlands: summaries of a 1976 discussion memorandum and a 1977 follow-up memorandum, The Hague, Government Printing Office. The 1976 discussion memorandum is a blueprint for the education system to be introduced into the Netherlands before the year 2000.

NCVO (1977) Experiments in Dutch adult education, Amersfoort, NCVO

NCVO (1978) Innovation in Dutch adult education, Amersfoort, NCVO

Two collections of essays by Dutch adult education practitioners.

C. STAPEL, (1976) Dutch adult education on its way to an 'Open School' system, Bergen (N.H.), Vereniging voor Volkshogeschoolwerk. An account of Dutch adult education from its earliest days to the present.

Projects and initiatives

Open School

The Open School Committee has published a series of reports since 1975. The first two, both published in 1975, are available in edited English-language versions:

Advies 1. Uitgangspunten en prioriteiten (First report: Points of departure and priorities)

Advies 2. De drie proefprojecten nader bezien (Second report: A closer look at the three experimental projects)

The final report of the Open School Committee was published in 1979:

Advies 9. Nar open leermogelijkheden voor alle volwassenendoelen, wegen en ondersteuning (Ninth report: Towards open learning facilities for adults - goals, means and support)

In the same year, the final report of the Local Educational Networks Committee was published:

Advies 5. Educatieve Netwerken in opbouw (Fifth report: Educational networks in construction)

Both reports are currently available only in Dutch.

From the experience gained during the Open School project phase, a new plan has been developed:

OPEN SCHOOL PILOT SCHEMES ASSOCIATION (1980) The Open School Framework Plan: a revised plan for adult education, Zeist, Open School

In addition to the Framework Plan, a list of new course materials is published in English:

An Open School for adults: course materials September 1980-1982

Before August 1981, when the pilot projects will go out of existence and more projects will begin in order to introduce the Open School system into existing adult education provision, approximately thirty reports on different aspects of the pilot projects will be completed. The final report will be translated into English, and will appear at the end of 1981.

A piece of research conducted on the Open School from outside is documented in

G. MULDER, 'Women in the Open School of the Netherlands', in

H. CALLAWAY (ed.) (1980) Participation in research: case-studies of participatory research in adult education, Amersfoort, Studiecentrum, NCVO

The author of the case-study in Appendix 1 is Lies Vellekoop of the Dutch Open School Secretariat.

PORTUGAL

National basic adult education provision

An account of provision in Portugal from the revolution in April 1974 until 1976 appears in

A. MELO and A. BENAVENTE (1978) Experiments in popular education in Portugal 1974-1976, Paris, Unesco

Detailed information on more recent developments appears in

The Portugal Project : Annual Report 1977/78 (Document no. III) and,

The Portugal Project : Annual Report 1978-1979 (Document no. VI), both published by the Department of Education, Linköping University

A considerable quantity of information on adult education in Portugal is contained in the Portugal Project Document series. Further titles include:-

I Adult education in a socio-economic perspective (1978)

VIII Proposed plan for a research and development study in adult education, District of Braga, Portugal (1980)

XIII Basic needs and education in Portugal : some indicators for allocating resources (1981)

Projects and initiatives

For the purposes of the Study, the post-revolution activities of DGEP and DGEA are considered as one initiative. Several accounts of the period 1974 to 1976 have been published in addition to Melo and Benavente's 1978 Unesco publication referred to above, including

A. MELO, 'Portugal's experiences of reform through popular initiative', Convergence, vol.XI, no.1, 1978, pp.28-39.

A. MELO, 'L'education des adultes sera l'œuvre des adultes eux-mêmes', Education permanente, mars/avril 1977

Publications relating to adult education provision after 1976 include

DGEA (1979) Objectivos, situações e praticas de educação de adultos em Portugal 1979, by Ana Benavente et al.

DGEA (1979) Plano de actividades para 1980

A. MELO, 'Nove meses na DGEP : uma educação feita por todos', Raiz e Utopia, no.9/10, 1979.

SPAIN

National basic adult education provision

A thorough account of the entire Spanish educational system is published every two years in the form of a Report for presentation to the two-yearly meeting of the International Conference on Education. The latest report, entitled Spain: educational development in 1977-78 and 1978-79 was published in 1979.

Projects and initiatives

Radio ECCA

The most comprehensive document describing ECCA is:

L. ESPINA CEPEDA (1976) Radio ECCA, Centro Docente, Las Palmas, Radio ECCA

Additional items include:

J.A. ACOSTA SANCHEZ (1973) La radio como medio de enseñanza: el sistema de Radio ECCA. Tesina presentada a la Facultad de Filosofia y Letras, Universidad de Valencia

A. ARIAS RUIS, 'Radio ECCA contribution espagnole à la radio éducative', Revue de l'UER, XXV, No. 5, Sept. 1974

M.L. BLANCO ROCA, (1973) Estudio socio-cultural de Radio ECCA y la Isla de Gran Canaria. Tesina presentada en la Escuela de Asistentes Sociales, Las Palmas

R. CUENCA VICO (1975) Educacion de adultos a traves de la radio (sistema ECCA). Estudio del alumnado: caracteristicas, motivaciones, rendimiento. Tesina presentada en la Universidad de Madrid

EQUIPO DE INVESTIGACION SOCIOLOGICA (1980) Estudio del alumnado de la Escuela de Padres ECCA, Madrid, EDIS

L. ESPINA CEPEDA (1972) Funcion docente de los medios de comunicacion social. Radio ECCA la emisora que enseña. Tesina presentada en la Escuela Oficial de Periodismo, Madrid

L. ESPINA CEPEDA (1980) Relacion cost-eficacia de Radio ECCA. Ponencia presentada en el Seminario sobre el Coste-eficacia en Enseñanza a Distancia, Buitrago, 28 enero 1980. Las Palmas, Radio ECCA.

M.T. FONTAN MONTESINOS (1977) La radio, instrumento de accion educativa. Descripcion de la experiencia ECCA y ensayo para un permanente 'feed-back' de sus programas. Tesis Doctoral presentada en la Universidad de Valencia.

K.F. KERSTEN, 'Radio ECCA: the station that teaches', UNDA documentation, No. 1, Feb. 1977, pp 20-25

O. MEDINA FERNANDEZ (1977) La Escuela de Padres ECCA. Madrid,Fundesco

Ocho anos de enseñanza ECCA: analisis de los resultados obtenidos en los cuatro primeros niveles. Estudio efectuado por el Departamento de Estadistica de Radio ECCA. Las Palmas, Radio ECCA

M. del C. RODRIGUEZ MEDEROS (1979) La enseñanza del ingles en la educacion permanente de adultos: experiencia radiofonica ECCA. Tesina presentada en la Universidad de Madrid

UNITED KINGDOM

National basic adult education provision

References occur throughout the literature of basic adult education in the United Kingdom to a number of influential reports which have been published within the last decade. These reports include:

> Adult education: a plan for development. Report by a Committee of Inquiry appointed by the Secretary of State for Education and Science under the chairmanship of Sir Lionel Russell, London, H.M.S.O {The Russell Report, 1975}
>
> Adult education, the challenge of change. A report {to the Scottish Education Department} by a Committee of Inquiry appointed by the Secretary of State for Scotland under the chairmanship of K.J.W. Alexander, Edinburgh, H.M.S.O. {The Alexander Report, 1975}
>
> Broadcasting and youth: a report commissioned by the British Broadcasting Corporation, London, Gulbenkian Foundation {1979}
>
> Report of the Committee on Continuing Education, Milton Keynes, The Open University {The Venables Report, 1976}

A recent publication of the Advisory Council on Adult and Continuing Education (ACACE) has also been the subject of considerable debate. This is:

> A strategy for the basic education of adults (1980), a national policy proposal commissioned by the Secretary of State for Education and Science.

Other ACACE publications include:

> Towards continuing education (1979), a discussion paper on ways to develop continuing education policies and practices, and
>
> To make continuing education a reality (1979), a personal paper by Naomi McIntosh on the ways of building on the acceptance that continuing education must be made a reality.

The National Institute of Adult Education (NIAE) and the Scottish Institute of Adult Education (SIAE) both publish extensively.

NIAE publishes three journals which are likely to be of interest to basic adult education practitioners. These are:

> Adult education, a bi-monthly record of current activities in which new developments in adult education are discussed.

Studies in adult education, a twice-yearly journal devoted to in-depth analysis, essays and research studies, and

Teaching adults, a publication designed to aid part-time teachers of adults.

The NIAE Yearbook of adult education surveys the work of agencies in England and Wales, and includes sections on provision in Scotland, Northern Ireland and overseas.

The monograph series published by the NIAE includes

H.A. JONES and A.H. CHARNLEY (1978) Adult literacy: a study of its impact

The publications of the SIAE include

Scottish journal of adult education, a twice-yearly journal which reflects an interest in developments both inside and outside Scotland, and

Handbook of adult education in Scotland, a comprehensive directory and guide to adult education provision in Scotland.

The National Extension College launched two new journals, Basic education and Continuing education, in 1979. The two journals, which aimed 'to provide an authentic voice for basic and continuing education ... to offer a place for practitioners to share their views and record their work - to report the good news and the bad', were short-lived and have ceased publication.

The Volunteer Centre Media Project disseminates information via the quarterly Media Project news, the twice-yearly Directory of social action programmes, and two occasional series, Media Project case studies and Media Project information papers. Titles in the Media Project case studies series include:

2. The JUST THE JOB Project: a multi-media approach to helping the young unemployed (1978)
8. ROADSHOW - an evaluation of the BBC Television series for young people (1980) and
9. A review of television and radio volunteer recruitment programmes in the UK (1980)

Projects and initiatives

Some of the projects and initiatives below are used as examples in an article which discusses reactions to the Gulbenkian Foundation report Broadcasting and youth (see above):

J. SARGEANT, 'Broadcasting and young people - riding along on the crest of a wave?', Youth in society, July 1980, pp 20-22.

Adult Literacy Campaign

The planning and execution of the Adult Literacy Campaign is extensively documented. An official record is provided by the annual reports of the Adult Literacy Resources Agency (ALRA), of the Adult Literacy Unit and of ALBSU, all published by HMSO. A further continuous record is the Newsletter which continues to be published by the Adult Literacy and Basic Skills Unit (ALBSU).

In 1981, ALBSU has published a report entitled Adult Literacy Unit Development Projects 1978-1980 which documents 35 Special Development Projects sponsored by the Adult Literacy Unit over a period of two years.

Some of the most important documents which describe and evaluate the Adult Literacy Campaign are:

A.H. CHARNLEY and H.A. JONES (1979) The concept of success in adult literacy, Cambridge, Huntington Publishers Ltd., now published by ALBSU

D. HARGREAVES (1980) Adult literacy and broadcasting: the BBC's experience. A report to the Ford Foundation, London, Frances Pinter (Publishers) Ltd.

H.A. JONES and A.H. CHARNLEY (1978) Adult literacy: a study of its impact, Leicester, National Institute of Adult Education.

The case study in Appendix 1 has also been written by Charnley and Jones.

Two additional publications which can appropriately be included here are:

H. MUNRO and J. TAYLOR, An assessment of the Adult Literacy Campaign in Scotland 1975-77 - a research report to the Scottish Education Department, Windsor, NFER Publishing Co., forthcoming , and

J. WHYTE, 'The Adult Literacy Scheme in Northern Ireland', Reading News, vol. 3, no. 1, 1978

Just the Job

Two evaluation reports have been written about the Project, the first of which was written by Project staff in 1977-78 and included in an interim report to the National Extension College (NEC).

The second report, by the Sociology Department of the University of Exeter, was submitted to the Manpower Services Commission,

D. GLADSTONE, J. ETHERIDGE and C. TRUE (1979) Just the Job: an evaluation ..., Exeter, University of Exeter, Department of Sociology

A comprehensive account of the Project is currently being written by the International Extension College and will be available shortly. Two accounts which are available are:

M. REINHOLD, 'Just the Job', Journal of educational television and other media, vol.6, no.2, Summer 1980, pp 57-58, a television producer's view of the Project, and

VOLUNTEER CENTRE MEDIA PROJECT (1978) The Just the Job Project: a multi-media approach to helping the young unemployed, Berkhamstead, VCMP

Make it count

This project was the subject of a major evaluation report,

D. STRINGER (1979) Make it count: a report, London, Independent Broadcasting Authority

Open University Community Education Courses

The Open University's involvement in community education is reviewed in:

N. FARNES (ed.) (1979) Community education with the Open University: a collection of papers. Provisional edition. Milton Keynes, Open University Post Experience Courses Unit, Community Education Section, and

C. HASLAM, 'The Open University's role in continuing education', Journal of educational television and other media, vol. 6, no. 2, Summer 1980, pp 53-56

The Open University's Community Education Evaluation Group has published a series of papers, including:

2. J. CALDER and A. LILLEY (1978) Self-help groups and the role of coordinators, no. 1, P911 The First Years of Life

7. J. CALDER et al. (1979) Informal and alternative uses of 'The First Years of Life' and 'The Pre-School Child' course materials

11. A. LILLEY (1980) The local radio experiment: a collaborative community education programme between the Open University and two local radio stations

Parosi

T. MATTHEWS (1978) Parosi: a BBC contribution to language learning in the Asian community, London, BBC Education

Roadshow

VOLUNTEER CENTRE MEDIA PROJECT (1980) ROADSHOW - an evaluation of the BBC Television series for young people, Berkhamsted, VCMP

Trade union studies

T. MATTHEWS (1978) Trade Union Studies: a partnership in adult education between the BBC, the TUC and the WEA, London, BBC Education